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HANDBOOK

of
and

**WRITING
SPEAKING**

SECOND EDITION

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POLYTECHNIC HIGH SCHOOL
LONG BEACH, CALIFORNIA

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LONG BEACH, CALIFORNIA



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AND

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SCOTT

TRESSLER

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E D I T I O N

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POLYTECHNIC HIGH SCHOOL
LONG BEACH, CALIFORNIA

3. Say what a good time you had and mention some of the things you enjoyed.

4. Include something of interest about the trip home or your family.

ACTIVITY 3. Writing Informal Notes

1. Thank a hostess for a delightful week-end visit.
2. Thank a friend or relative for his gift on your birthday, Christmas, or another occasion.
3. Thank a friend who has done you a favor.
4. Congratulate a friend on an honor or an achievement.
5. Write a cheery, entertaining letter to a friend who is recovering from a serious illness.
6. Thank a friend who has written you a note of congratulation.
7. Apologize for having been forgetful, clumsy, unreasonable, or rude.
8. Explain to a friend why you were unable to keep an appointment or a promise.

5

USING THE LIBRARY

Have you been assigned a term paper? Do you have to give a speech? Would you like to find an article explaining nuclear fission so that you can understand it? Do you know you are right on a national question and need facts to back you up? The library is the place for you. If you know how to use the card catalog, the *Readers' Guide*, and standard reference books, you can find quickly the material you need.

THE CARD CATALOG

The card catalog, which is an index of the books in the library by title, by author, and by subject, answers these questions:

1. Has the library a book with this title?
2. Are there any books in the library by this author?
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TITLE CARD

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651.3 Doris, Lillian.
D699 Complete secretary's handbook, by Lillian Doris and Besse
c May Miller. New York, Prentice-Hall, 1951.

SUBJECT CARD

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OFFICE PRACTICE
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D699 Complete secretary's handbook, by Lillian Doris and Besse
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xxiv, 682 p. illus. 24 cm.

1. Office practice. 1. Miller, Besse May, joint author.

HF5547.D62

651.02

51-1123

Library of Congress

(15)

The book has 682 pages and is illustrated.

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Coauthor of "College Handbook of Composition"

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*Author of "English in Action," "Grammar in Action,"
and "English in Action Practice Books"*

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Printed in the United States of America

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PREFACE

A TEXTBOOK AND REFERENCE BOOK

Dr. Edwin C. Woolley, whose *Handbook of Composition* was published in 1907, was the pioneer in the field of English handbooks. In a day when most composition textbooks had a maximum of scholarly theory and a minimum of functional exercises, Woolley's *Handbook of Composition* was both a practical textbook and a convenient reference book.

Handbook of Writing and Speaking, Second Edition, the ninth member of the Woolley family of handbooks, is intended for pupils in secondary schools and for college freshmen who need training in the fundamentals of speaking and writing. Like the first Woolley, it is both a textbook and a reference book. Numerous boldface sideheads, an improved numbering system, a convenient reference chart, and a full index make it easy for the teacher, the student, the secretary, or the executive to find what he is looking for.

THOROUGH REVISION

To provide enjoyable solid training in thinking, speaking, and writing the Second Edition offers these features:

Seventy per cent new material, including new sentence examples throughout

Twenty-four additional pages of drill on fundamentals: grammar, usage, sentence structure, punctuation, spelling, word choice

A series of cumulative review exercises on fundamentals

Additional exercises in the story or continuity form — hence greater interest and more oblique or incidental learning

Many more easy drill sentences for slow students

Drill proportionate to frequency of errors, seriousness of errors, and difficulty of forming right habits

Simplifying of many explanations. Maximum of examples and practice and minimum of theory

Omission of distinctions and rules which good speakers and writers disregard

Sections on grammatical usage and word choice checked against the evidence in the publications of linguistic scholars
New sections headed "Planning and Writing a Theme" and "Building Pleasing, Forceful Sentences"
Many new topics in other sections — for example, "Letter Layout Chart," "Business Letter Style," "Order Letter," "Inquiries, Requests, and Reservations" in section on business letters
Complete preparation for writing a term paper based on research
Expanded section on spelling
Numerous boldface sideheads and an improved numbering system in the grammar and usage section to help the pupil find quickly what he is looking for
Reproductions of letters, notes, outlines, and the like to brighten the text and lend reality to the explanations

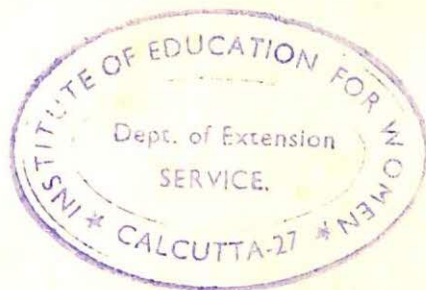
TESTS.

Because testing is one of the best ways to teach, *Handbook of Writing and Speaking* contains many diagnostic and mastery tests which can be scored quickly and accurately. For retesting, two equally difficult forms of a test are included. If the pupils, without study or review, may reasonably be expected to have a fair understanding of the subject, the first form is a diagnostic test and the second a mastery test. If the subject matter will be new to most pupils, both forms are mastery tests.

ACKNOWLEDGMENTS

In the preparation of the manuscript, Nancy Sparks, former teacher of English in York Community High School, Elmhurst, Illinois; Nancy Ipsen, former instructor in the Tenacre School, Wellesley, Massachusetts; and Daphne Fisher have been scholarly, efficient co-workers. Belle Boynton Andrews, Phillips High School, Birmingham, Alabama, suggested a number of improvements. Users of *Handbook of Writing and Speaking* in all parts of the United States have guided me with friendly criticism. As critic and helper, my wife, Edith Howard Tressler, always plays an important role in my preparation of a textbook.

J. C. TRESSLER



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BUILDINGS, PREFABRICATED

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DEWEY DECIMAL SYSTEM

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- 300-399 SOCIAL SCIENCE — education, economics, government, law, folklore, army, navy, vocations, etiquette, ships, railroads
- 400-499 LANGUAGE — dictionaries, grammars, English, foreign languages
- 500-599 NATURAL SCIENCE — mathematics, astronomy, chemistry, birds, insects, animals, physics, electricity, biology
- 600-699 USEFUL ARTS — inventions, hygiene, engineering, agriculture, gardening, handicraft, cooking, sewing, industries, medicine, aviation, radio
- 700-799 FINE ARTS — drawing, painting, music, the theater, motion pictures, photography, sports, recreation, architecture, sculpture
- 800-899 LITERATURE — poetry, essays, plays
- 900-999 HISTORY — travel, geography, collected biography, history
 - 910 Travel, geography
 - 920 Collected biography
 - 930 Ancient history
 - 940 European history
 - 950 Asiatic history
 - 960 African history
 - 970 North American history
 - 973 United States history
 - 973.9 Twentieth century
 - 980 South American history
 - 990 Oceanic history

(The other main groups are likewise subdivided.)

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SHELF ARRANGEMENT

On the shelves books are arranged clockwise around the room — books in the 200's to your right as you look at the 100 books. Books within each subject group are arranged alphabetically by authors. The author number for the *Complete Secretary's Handbook* by Lillian Doris and Besse May Miller is D699c. *D* is the first letter of the first author's name (Doris). The number 699 from the *Cutter Author Table* distinguishes Doris' books from those of any other writer on the subject whose last name begins with *D*. The *c* is the first letter of the title of the book.

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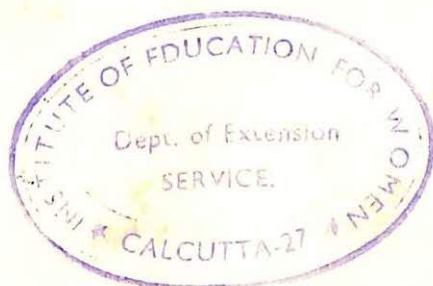
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HANDBOOK

OF

WRITING

AND

SPEAKING



1

THE PARAGRAPH

Paragraphs come in all sizes: short — one sentence; average — 100 to 150 words; long — 250 to 300 words. The one-sentence paragraph is rare except in conversation. In business letters the average is about 60 words. A paragraph is the right size when it develops a single point clearly and fully.

HOW TO PARAGRAPH

The paragraph indention tells the reader to expect a change and gives him a short breathing spell. Start a new paragraph:

In a story — when you change the time, the place, or the action.

In a description — when you change the mood or point of view.

In an explanation — when you go on to a new idea or a new step.

In dialog — when you change the speaker.

PARAGRAPHING OF DIALOG

A pretty young girl brought her convertible to a grinding stop. "What's the trouble, officer?" she asked.

"You were doing sixty miles an hour, that's all." The traffic cop drew out his ticket book.

"But that's impossible, officer," explained the girl. "I've been out driving only ten minutes."

ACTIVITY 1. Paragraph Division

After reading "Selecting a Site for Summer Camping" on pages 22-23, answer these questions.

1. What is the topic of each paragraph?
2. Is the change of subject from paragraph to paragraph natural and logical?

TOPIC SENTENCE

The topic sentence of a paragraph is its main idea. A paragraph is unified if it sticks to its topic. In narration the topic sentence is never stated, and in much other writing it is merely implied. But if the para-

graph sets out to give an opinion or explain a point, the topic sentence is expressed, usually in the first sentence. Frequently it is restated in the last sentence.

IMPLIED TOPIC SENTENCE

The windows of this little electric train shone as clean as the Iowa countryside washed with spring rain the night before. We tooted through lilac-filled back yards and bird-filled ditches. A white-haired conductor strolled up and down the aisle, frowning on anyone who was so careless as to drop a gum wrapper on his spotless floor. In the baggage car a puppy yapped every time we clattered to a stop. Across the aisle two thin old ladies in dark blue coats continually munched white sugar cookies. They held the brown paper sacks in their left hands, gazed approvingly at the quiet countryside, and munched. — GRETCHEN LYLE (student) (The first sentence lays the foundation for the paragraph.)

EXPRESSED TOPIC SENTENCE

If we consider men and women generally, and apart from their professions or occupations, there is only one situation I can think of in which they almost pull themselves up by their bootstraps, making an effort to read better than they usually do. When they are in love and are reading a love letter, they read for all they are worth. They read every word three ways; they read between the lines and in the margins; they read the whole in terms of the parts, and each part in terms of the whole; they grow sensitive to context and ambiguity, to insinuation and implication; they perceive the color of words, the odor of phrases, and the weight of sentences. They may even take the punctuation into account. Then, if never before or after, they read.

— MORTIMER J. ADLER ¹

DEVELOPING THE PARAGRAPH

The way to develop your paragraph depends on what you have to say. Give details of a raw recruit's first day at camp. Compare boot camp with a high school or a college. Define the army's "table of organization." If you think an enlisted man is treated unfairly, give examples. If you think college students should be deferred from the draft, give reasons. Methods of paragraph development are actually ways of thinking.

DETAILS

Mr. Matthew L. Dann's early life was like what we would imagine frontier life to be, but without the Indians. He grew up on a farm in the backwoods of New York State. There was no railroad nearby then, no radio of course, no automobile, no electric lights, no telephones, no close neighbors, and always plenty of work for the whole family. The mother, with her daughters' help, kept the family well fed and healthy, and, besides that, made nearly all the clothing the family wore. The only "store bought" clothes each one had was one "best suit" for going to church in town on Sundays. The six boys helped their father on their large, rocky hillside farm.

— BARBARA SCHISSEL (student)

¹ Reprinted from *How to Read a Book* by permission of the publisher, Simon and Schuster. Copyright 1940 by Mortimer J. Adler.

A block or two east and the atmosphere of New York changes sharply. In the slums are poverty and bad housing, but with them the reassuring sobriety and safety of family life. I head east along Rivington. All is cheerful and filthy and crowded. Small shops overflow onto the sidewalk, leaving only half the normal width for passers-by. In the candid light from unshaded bulbs gleam watermelons and lingerie. Families have fled the hot rooms upstairs and have found relief on the pavement. They sit on orange crates, smoking, relaxed, congenial. This is the nightly garden party of the vast Lower East Side — and on the whole they are more agreeable-looking hot-weather groups than some you see in bright canvas deck chairs on green lawns in country circumstances. It is folksy here with the smell of warm flesh, and squashed fruit, and fly-bitten filth in the gutter, and cooking.¹

EXAMPLES

Nature has put many strange tongues into the heads of her creatures. There is the frog's tongue, rooted at the *front* of the mouth so it can be protruded an extra distance for nabbing prey. There is the gecko lizard's tongue, so long and agile that the lizard uses it to wash its eyes. But the ultimate lingual whopper has been achieved in the anteater. The anteater's head, long as it is, is not long enough to contain the tremendous tongue which licks deep into anthills. Its tongue is not rooted in the mouth or throat: it is fastened to the breastbone. — ALAN DEVOE²

Before Willie favored me with his friendship, I had grave troubles with myself and with the boys in the neighborhood. I was one of the very few boys who wore glasses, so the boys called me four-eyes, which did nothing to improve my *amour propre*. I had thin legs and large, very flat feet, and on top of that always wore shoes much too big for me — my father's hand-me-downs — and the boys made use of these facts, too. They called me daddy longlegs, submarine, and gunboat. Worst of all, my hair was red and always cut short to save money, and I looked like a convict, which is exactly what the boys labeled me. The sight of me thus called forth a choice of expletives from the neighborhood kids. They relented only around examination time when they sought my advice on such matters as long division, Shays' Rebellion, the capital of North Dakota, and the products of Alaska. But as soon as the examinations were over, they reverted to their old ways, and once more life was a misery to me. — HENRY SALT (student)

COMPARISON OR CONTRAST

Wit is a lean creature with sharp inquiring nose, whereas humor has a kindly eye and comfortable girth. Wit, if it be necessary, uses malice to score a point — like a cat it is quick to jump — but humor keeps the peace in an easy chair. Wit has a better voice in a solo, but humor comes into the chorus best. Wit is as sharp as a stroke of lightning, whereas humor is diffuse like sunlight. Wit keeps the season's fashions and is precise in the phrases and

¹ From "Here Is New York" by E. B. White. Permission the author. Copyright 1949 the Curtis Publishing Co.

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judgments of the day, but humor is concerned with homely eternal things. Wit wears silk, but humor in homespun endures the wind. Wit sets a snare, whereas humor goes off whistling without a victim in its mind. Wit is sharper company at table, but humor serves better in mischance and in the rain. When it tumbles wit is sour, but humor goes uncomplaining without its dinner. Humor laughs at another's jest and holds its sides, while wit sits wrapped in study for a lively answer. But it is a workaday world in which we live, where we get mud upon our boots and come weary to the twilight — it is a world that grieves and suffers from many wounds in these years of war: and therefore as I think of my acquaintance, it is those who are humorous in its best and truest meaning, rather than those who are witty, who give the more profitable companionship. — CHARLES S. BROOKS ¹

REASONS

There are strong arguments against a governmental pension plan. Such a system with payments large enough to provide adequate pensions will give the Government a complete monopoly over new investment. It will mean that an additional tenth of the national income goes to the Government. The greater part of this will come out of the sum we put aside for capital investments. There would be great danger that the Government would use this income for current expenditure, thus depriving our economy of the capital investments without which productivity, national income, and the standard of living would rapidly fall apart. — PETER F. DRUCKER ²

COMBINATION OF METHODS (COMPARISON AND DETAILS)

I have reached the age when the strangers I accidentally jostle on sidewalks say, "Sorry, Pop!" instead of "Watch it, Buster!" and the pretty young women I used to help across the perilous streets now snatch me from the path of ten-ton trucks, scold me as if I were their grandpa on one of his bad days, and hurry along with the throng, never giving me another thought. This phenomenon of maturity, this coming of frost and twilight to the autumn rose, would embitter many men, but I take it in my totter. I have learned to embrace middle age, not to wrestle with it, and I accept the considerable difference between forever panting and being constantly short of breath.

— JAMES THURBER ³

ACTIVITY 2. Planning a Paragraph

What method or methods of paragraph development would you consider appropriate for each of the following topic sentences?

1. The — (baseball team) should win the American League (or National League) pennant this year.
2. The younger generation is not a lost generation.

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3. Few of us realize how much water is wasted.
4. Fishing is the greatest sport in the world.
5. There's one in every class.
6. The need for driver education is all too apparent.
7. The take-off was the most thrilling part of the flight.
8. The old saying "beautiful but dumb" is true (or false).
9. Here's what I dislike most about boys (or girls).
10. A person should be able to change his name to fit the occasion.
11. I've spent too much of my life waiting in lines.
12. Common stock and preferred stock are the two principal kinds of stock issued by a corporation.
13. A young person who has a job should take out life insurance.
14. An ordinary life insurance policy and an endowment policy are different.
15. It is important to distinguish between heat exhaustion and sunstroke.
16. I prefer a women's (or men's) college to a coeducational school.
17. There are advantages (or disadvantages) to living at home instead of on the campus.
18. My last summer's job wasn't glamorous.
19. Should a boy volunteer for service in the armed forces or wait to be drafted?
20. If I have a choice, I'll join the Navy (or the Army, the Air Force, or the Marines).
21. Liquor and automobiles do not mix.
22. The pedestrian isn't always right.
23. It is possible to have a good time on very little money.
24. Shock is extremely serious after an injury, but a patient may be prevented from having shock by proper treatment.
25. The weapons of the propagandist are varied and subtle.

ACTIVITY 3. Developing Paragraphs

Using topic sentences suggested in Activity 2,

1. Write a paragraph developed by details.
2. Write a paragraph developed by examples.
3. Write a paragraph developed by comparison or contrast.
4. Write a paragraph developed by reasons.
5. Write a paragraph developed by a combination of methods.

DEFINITION

Radar, the black light that reaches out with unseen fingers to detect the position, altitude, or speed of the enemy, works on the principle of wave reflection. Wave reflection means simply that a directional radio wave is sent out toward a target, bounces off the object, and is picked up again at its source. By figuring the time it took for the impulse to go out and come back one can ascertain the distance of the target. Radio waves travel at the constant speed of 186,000 miles a second. If, for example, a beam is sent out and returns in $1/1860$ of a second, the target is fifty miles away. — EUGENE AULL (student)

ACTIVITY 4. Developing a Paragraph by Definition

In a paragraph for each, explain two of the following terms. Include an illustration, if it will help. Use textbooks, encyclopedias, and magazines to supplement your knowledge.

- | | | |
|------------------------------|-----------------------|-------------------------------|
| 1. platoon system (football) | 11. capitalism | 21. bunt (baseball) |
| 2. sugaring off | 12. injunction | 22. English (billiards) |
| 3. I.Q. | 13. city manager | 23. court of appeals |
| 4. rationalization | 14. liberal | 24. montage (motion pictures) |
| 5. sublimation | 15. documentary films | 25. color blindness |
| 6. T-formation (football) | 16. health insurance | 26. isolationism |
| 7. mortgage | 17. refraction | 27. consumer education |
| 8. excise taxes | 18. schnörkel | 28. rotation of crops |
| 9. liability insurance | 19. sonar | 29. socialism |
| 10. hybrid corn | 20. copyright | 30. personality |

COHERENT PARAGRAPHS

To make a paragraph stick together:

1. Arrange sentences logically. Arrangement will depend on subject matter: time order for an embarrassing incident, directions, or a mechanical process; order of observation for a description; order of development or order of importance for ideas.

2. Use pronouns that take the reader back to preceding sentences.

There were two special things that it was considered chic to have, in good New York homes, in the eighties. One of *these* was a fat pug dog with a ribbon around his neck, tied in a bow. The *other* was a rubber tree.

— CLARENCE DAY¹

3. Repeat words or ideas.

I live in a home with a couple of *little boys*. These aren't ordinary *little boys*, but *boys* who *collect*. They *collect* old coins, stamps, picture post cards, gum wrappers, grasshoppers, rocks, and other *little boys*. I can't go into a room without seeing *boys* — *boys* playing ping-pong, *boys* reading comic books, *boys* playing musical combs, *boys* planning scout trips.

— LEITA JONES (student)

. . . Is it so bad, then, to be *misunderstood*? Pythagoras was *misunderstood*, and Socrates, and Jesus, and Luther, and Copernicus, and Galileo, and Newton, and every pure and wise spirit that ever took flesh. To be great is to be *misunderstood*. — RALPH WALDO EMERSON

4. Use transitional words.

Another complaint is that teen-agers . . .

It must be realized, *however*, that any excuse . . .

¹ Reprinted from *Life with Mother* by permission of Alfred A. Knopf, Inc.

The *first* thing is to find a secluded room . . .
This theory soon proved to be wrong.
At *that time* the term "lost generation" . . .
Here we were met by the innkeeper . . .
You were *then* entitled to proceed . . .
Below, just a block away . . .
Many years *later* his son said . . .

5. Use parallel structure.

As I think of the life of this great nation it seems to me that we sometimes look in the wrong places for its sources. We look to the noisy places, where men are talking in the market place; we look to where men are expressing their individual opinions; we look to where partisans are expressing passions: instead of trying to attune our ears to that voiceless mass of men who merely go about their daily tasks, try to be honorable, try to serve the people they love, try to live worthy of the great communities to which they belong. These are the breath of the nation's nostrils; these are the sinews of its might.

— WOODROW WILSON

PARAGRAPHS WITH SUBSTANCE

A good paragraph actually says something. Don't be lazy. Do more than repeat your topic sentence in different words. Give examples from your own observation and experience. Do some research. Use your imagination. Use exact, colorful words. Begin with a lively sentence. End the paragraph neatly.

LAZY REPETITION

Most airplane collisions have happened in clear weather. A person might think that the pilot of a transport plane could easily watch out for other planes. All he would have to do is look out the window. If he saw another plane he could get out of the way and avoid a collision. Thus a person might blame the transport pilot for a collision. But this is wrong. The pilot and copilot have too much to do to get their plane down to look out for some other plane.

FULL DEVELOPMENT

Since our major collisions have all happened in clear weather, it may be asked: Why don't airline captains keep a better lookout? The answer is that little planes are difficult to detect, and the huge wings and cabins of modern liners create many blind spots for the men up front. Moreover transports are too fast and unwieldy to weave through interference. It is particularly difficult for them to change course once committed to a landing approach, with gear and flaps extended. To land a liner requires the combined efforts of two experienced pilots — one at the controls, the other ticking off some twenty-four separate items on a printed check list. There is enough for these men to do without simultaneously having to deal with the errors a nearby plane may be making. — FRANCIS and KATHERINE DRAKE ¹

¹ Reprinted by permission of the *Reader's Digest*.

COLORLESS

The other day a friend of mine in the South wrote me about all the flowers down there. She said it was too bad I had to live in Oregon, where it snowed all winter and nothing grew. That made me angry, because it isn't true that there aren't any flowers in Oregon in the winter. Here are some of the plants out now: holly, roses, magasia, heather, mums, Oregon grapes, fire thorn, rose hips, snowberries, and pussy willows.

IMAGINATIVE

One thing I hate is condescension, particularly when it's groundless. In a recent letter an ex-friend of mine from the South spoke of the flowery vegetation surrounding her and pitied me for living in a cold, bleak whiteness. Yet here in Oregon I need only step into my own back yard, or the neighbor's, to clip sprigs and sprigs of glossy, prickly holly aflame with ruby beads. Today's inventory of blossoms showed a brave yellow rose, chubby bunches of rosy-pink magasia, wiry stems of those pink immigrants from Scotland — the heather — and mums still bursting forth. Not far from town I would find Oregon grape blushing with modest pride, fire thorn, fronds of graceful fern, rose hips — the flaming ghosts of roses past — and snowberries in puffed-rice clusters. And the pussy willows are swelling. Why, January in Oregon is spring around the corner. — MARIAN BILLETER (student)

ACTIVITY 5. Writing Paragraphs with Substance

1. Work the following notes into a smooth-reading, colorful paragraph.

Protective coloration is coloring that helps to protect animals from enemies. Some frogs and snakes green. Katydid, caterpillars, tree frogs green. Desert birds, reptiles, and other animals sandy-colored. Polar bear white. Animals living in forest often dappled like sun through leaves. Fawn, leopard, bobcat. Bittern with streaked neck — can't tell it from reeds. Sometimes change with circumstances. Some insects and lizards either green or brown. Chameleon. Weasels and snowshoe rabbits brown in summer, white in winter. Squid most amazing. When swimming, its stripes run horizontally — can't tell it from streaks of water. When not moving, stripes run other way — squid looks like water weeds.

2. Rewrite the following paragraph of generalities. Illustrate or prove the points with comparisons or examples.

It's a good idea to read the newspaper columnists, but not to swallow whole everything they say. Often the only basis a columnist has for a so-called fact is wishful thinking. Some columnists have a better reputation for accuracy than others have. Some columnists are tricky in their use of language and sneak in opinions dressed up as facts.

ACTIVITY 6. Writing Good Paragraphs

Write meaty, unified, coherent, lively paragraphs on three of the following topics.

1. Dieting. 2. Feminine intuition. 3. Mr. Know-It-All. 4. Voting — a duty as well as a privilege. 5. Buying on credit. 6. My favorite television program. 7. Why go to college? 8. Window-box gardening. 9. Hitchhiking. 10. My most unforgettable character. 11. Our volunteer fire department. 12. One reason for studying English. 13. Accidents in the kitchen. 14. What a good baby sitter must know. 15. How the earthworm helps the farmer. 16. Cramming for examinations. 17. What is patriotism? 18. How our community gets its water supply. 19. What is a gentleman? 20. Parent-child relationship. 21. The British as pictured in American movies. 22. How to read poetry. 23. Hand signals for drivers. 24. Hot-rod drivers. 25. The case for (or against) the sales tax. 26. Learning by doing. 27. The case for (or against) vocational high schools. 28. The person who has had the greatest influence on my thinking. 29. The worst fault in my speech or writing. 30. Square dancing. 31. Schoolgirl crushes. 32. Are the American people amusement-crazy? 33. Stage presence. 34. My most serious personality fault. 35. A strange pet.

2

PLANNING AND WRITING A THEME

CHOOSING A SUBJECT

"For Friday," your teacher begins, "write a short theme . . ." What will you write about? Anyone who has lived as long as you have has material in his head for dozens of enjoyable themes. Do you like to fish? Write a theme explaining how to tie flies or how to make a good cast, or tell about the time you pulled in twenty sunfish but not one bass. Does your family have a television set? Describe what life was like in your household for the first few weeks after the set was installed, or put down your ideas about the effect of television on young children. If you pick a subject that you are genuinely interested in, your readers are sure to catch some of your enthusiasm.

ACTIVITY 1. Finding Topics for Themes

From each of the general fields listed below think of three specific topics for themes. Choose two or three topics related to your own experience and interests — topics you'd enjoy writing about.

EXAMPLE

weather	How Weather Affects My Disposition		
	How to Read a Weather Map		
	The Coldest Day I Remember		
automobiles	exercise	motion pictures	
baseball	food	relatives	studying
			vacations

Limiting the Subject. A good theme writer digs deep. If you find that you've chosen too large a topic, narrow the subject to one aspect that particularly interests you.

Here's how:

A subject for a whole series of learned works!	A topic for a book!	Better, but —	Now, you've got it!
<i>Nature</i>	<i>Camping</i>	<i>Making camp</i>	<i>Selecting a site for summer camping</i>
<i>Music</i>	<i>Modern music</i>	<i>Jazz</i>	<i>A defense of bebop</i>
<i>Home economics</i>	<i>Cooking</i>	<i>Meat preparation</i>	<i>How to broil a steak</i>
<i>Sports</i>	<i>Winter sports</i>	<i>Skiing</i>	<i>Why I gave up skiing</i>

ACTIVITY 2. Narrowing Topics

Divide your paper into four columns, and in the way shown above narrow four of the following broad subjects. The topic in the last column should be limited enough for treatment in 200–500 words.

1. Health. 2. Journalism. 3. Colonial America. 4. Crime. 5. Natural resources. 6. Travel. 7. Charity. 8. Exploration. 9. Television. 10. Art. 11. The family. 12. Congress. 13. Plants. 14. War. 15. Medicine.

REMEMBERING THE READER

Put yourself in your reader's shoes. In a theme about a skiing experience, you may want to mention Telemarks, geländesprungs, and slalom races — easy words for you, but will they mean anything to a nonskier? As you write, keep the reader in mind. What does he already know about your subject? What questions will he want answered? What points may confuse him? Is he likely to be familiar with this term? Have you included enough details to make the explanation clear? Sometimes it helps to use a diagram, a map, or a chart.

ACTIVITY 3. Remembering Your Reader

For each of five theme topics you worked with in Activities 1 and 2, write five questions that your classmates might ask.

EXAMPLE

Subject: How to broil a steak

How hot should the broiler be? Should the broiler be greased? How far away from the heat should the steak be placed? What seasonings should be used? When should the seasonings be added? How long should the steak be broiled on each side?

GATHERING MATERIAL

Know your subject thoroughly. Secure material by recalling, thinking, observing, conversing, and reading. You can write most clearly and effectively about the things you know firsthand. Often, however, you will have to supplement your knowledge by conversing and reading. If your subject permits, do some original thinking. What do you

Books of fiction have no call numbers but are arranged alphabetically on a separate set of shelves according to the authors' last names. Books by the same author are arranged alphabetically by the first word of the title except *a*, *an*, or *the*. Four novels by Thornton Wilder will be in this order: *The Bridge of San Luis Rey*, *The Cabala*, *Heaven's My Destination*, and *The Woman of Andros*.

Books of individual biography, numbered simply B or 921, are usually grouped together on a separate set of shelves and are arranged alphabetically, not by author, but according to the name of the person written about. Thus Benjamin Franklin's autobiography precedes a biography of Oliver Wendell Holmes by Catherine Drinker Bowen. Several biographies of the same person are arranged alphabetically by the authors' last names.

ACTIVITY 1. Using the Card Catalog

1. On your own slips of paper or call slips furnished by the library write down the call number, the author's name, and the title for the most recent book in the library on each of three of these subjects: television, atomic energy, modern United States history, vocational guidance, Alaska, the theater, party games.

2. What books by the following authors does your library contain: James Thurber, Lewis Mumford, Robert Frost, Stuart Chase, Eric Ambler, Van Wyck Brooks? In which Dewey classification does each book, except fiction, fall?

3. Which of the following books are in your library? Copy the name of the author of each book that has a title card in the catalog. What is the copyright date of each? If the book is nonfiction, copy also the call number.

Abraham Lincoln: The Prairie Years
Art through the Ages
Best Short Stories of O. Henry
Cowboy Songs and Other Frontier Ballads
Florence Nightingale
The Gathering Storm
Kon-Tiki
Lee's Lieutenants: A Study in Command

The Letters of Theodore Roosevelt
Mister Roberts
Myths of Greece and Rome
Of Human Bondage
The Right Career for You
Sub-Treasury of American Humor
Vogue's Book of Etiquette
Yukon Holiday

READERS' GUIDE

The *Readers' Guide* is an index of magazine articles in more than a hundred magazines. It is published twice a month from September to June and once a month in July and August. Every three months an edition combining all the issues for that period is published. In the summer the paper-bound numbers of a year are cumulated, or combined, and published in a cloth-bound volume. Every three years these annual volumes are put together into a larger volume.

In the alphabetical list in the *Guide* an article is entered under both the subject and the author's last name; a short story or a novel, under the author and the title; and a poem, both under the author and alphabetically according to the title under *Poems*.

Here is an excerpt from the *Readers' Guide*.

- SAFETY education**
Pooch shall lead them. B. Robinson. il Nations Bsns 39:49 F '51
Teach safety, not timidity. H. N. Bundesen. il Ladies Home J 68:211-13 Mr '51
- SAFFORD, Henry Barnard**
Tell me doctor. See issues of Ladies home journal February 1950-
- SAGENDORPH, Kent**
Courtesy by the kilowatt. Coronet 29:150-3 Ja '51
- SAGESER, Henry W.**
Counseling in their colleges. Occupations 29:348-9 F '51
- SAHARA desert**
From France: desert pilgrimage. R. Barrat. Commonweal 53:442-4 F 9 '51
- SAIGON**
Saigon: new focus of tension in Asia. P. Durdin. il NY Times Mag p7-9+ Ja 14 '51
- SAILBOATS**
Solution: a 16-ft. plywood sailing scow. R. Howell. il diags Pop Mech 95:194-9 Mr '51
- ST ALBANS, Francis Bacon, viscount.** See Bacon, F.
- ST BERNARD dogs**
Hounds of mercy. il Coronet 29:124-5 Ja '51
- SALEM, Indiana**
Life goes to a charivari. il Life 30:86-8 Ja 8 '51
- SALESA, Virgil**
Let's be bold about point four. Educa 71:281-5 Ja '51
- SALES statistics**
High tide for sales of hard goods. Bsns W p86 F 17 '51
- SALES tax**
If sales tax takes over. il U S News 30:54-6 F 2 '51
Should we adopt a national sales tax? Scholastic 58:9 F 28 '51
- SALESMEN, Traveling.** See Commercial travelers
- SALESMEN and salesmanship**
He's after your hot button. W. S. Dutton. il Colliers 127:28-9+ Ja 20 '51
Industrial salesman is Jack-of-all-trades; selling Plaskon glue. il Bsns W p54-6 Ja 27 '51
Yankee salesmen in King George's court. P. Salisbury. Harper 202:92-100 Ja '51
- Demonstrations**
Stanley way of making money. C. Howard. il Coronet 29:26-9 Ja '51

Notice the order of the items in the first entry:

1. Subject — Safety education
2. Title of article — "Pooch Shall Lead Them"
3. Author — B. Robinson
4. Name of the magazine — *Nation's Business*. Usually the name is abbreviated. See the key to abbreviations at the front of the *Readers' Guide*. It shows that the article has illustrations.
5. Volume number, before the colon — 39
6. Page number, after the colon — 49. A plus sign means "continued on a later page."
7. Date — February, 1951. If a magazine is published weekly, the day is given.

Il, map, tab, por, diag, or bibliog before the name of the magazine shows that the article has illustrations, a map, a table, a portrait, a diagram, or a bibliography.

HINTS ON USING THE READERS' GUIDE

1. If you are looking up a current topic, begin with the latest volumes and work backward.
2. Find out what current magazines and bound volumes of magazines are in your library, so that you will know whether the magazines you want are available.

consider the major evils of modern advertising? How would you cope with big-time racketeering? What is your opinion about socialized medicine? Here's a word of warning: avoid making general statements without concrete facts and illustrations to support them.

ORGANIZING MATERIAL

Now you're ready to organize your material.

How do you begin? One good way is to jot down — in any order — all the ideas that you think you can use in your theme. Later on you'll organize the ideas into an outline. Right now the important thing is to start putting your thoughts on paper.

Suppose you were preparing to write a theme on the chief requirements of a good summer camping site. Your jotting paper might look like this:

SELECTING A SITE FOR SUMMER CAMPING

Dry ground

Drainage

Six-inch trench around tent

Smooth surface with slight slope

High point or rise of land

Low ground beside lake likely to be
damp, marshy

Narrow valley or hollow a poor choice

Good drinking water

Plenty of firewood

Care of campfire

Freedom from mosquitoes

Good circulation of air

Favorite breeding places: stagnant water,
swampy land, thick underbrush, dead wood

Main Topics. Look over your list. What are your chief points? On which have you most material? Can you combine ideas into one main topic? In this way decide what the main topics are and arrange them in logical order.

- I. Supply of drinking water and firewood
(Two points combined: Good drinking water; Plenty of firewood)
- II. Dry ground with good drainage
(Two points combined: Dry ground; Drainage for rainwater)
- III. Freedom from mosquitoes

ACTIVITY 4. Working Up to an Outline

Jot down on a piece of paper all the ideas that come to you on one of the following topics or on a topic you used in Activity 2. Then decide what the main topics are and arrange them in a sensible order.

1. The ideal week-end guest. 2. Choosing a vocation. 3. Comic books. 4. A balanced diet. 5. Fraternities and sororities. 6. Inexpensive ways to have a good time. 7. Community service. 8. The marking system — good or bad? 9. Writing thank-you notes. 10. Planning one's wardrobe. 11. Making and keeping friends. 12. Movie manners. 13. Medicine as a career. 14. Television (or radio) advertising. 15. Raising an animal for exhibition.

Subtopics. Refer again to your jotting paper. Under which main topics do your other ideas belong? Have you left out anything? Is any idea off the subject? Should any ideas be combined or reworded? After sorting, discarding, adding, and arranging, you are ready to write a full outline.

- I. Supply of drinking water and firewood
 - A. Pure drinking water from spring or spring-fed lake
 - B. Firewood close at hand

3. If you cannot find references to your subject under a particular heading, look under related topics. For a paper on "Secondary Education in Great Britain" look under both *Education* and *Great Britain*. For a paper on "The Voice of America" look under *Radio broadcasting — Government uses*.
4. If an article interests you, copy accurately the name of the magazine, the volume, the pages, and the date.
5. After listing several references, find the magazines yourself if you are permitted to go to the magazine shelves; otherwise hand your slips to a librarian.
6. If a magazine containing an important article is not in the library, copy the reference accurately and try to secure the periodical in another library.

ACTIVITY 2. Using the *Readers' Guide*

I. Using the *Readers' Guide*, answer the following questions. In your answer to 1, 2, 3, and 4 give for each article (1) the author, (2) the title, (3) the magazine, (4) the volume, (5) the pages, and (6) the date.

1. Find three references for a paper on "Repairs to the White House."
2. Where can you find the text of Herbert Hoover's foreign policy address delivered February 9, 1951? Under what heading was the article?
3. In preparation for a class discussion on bribery and college athletics, find references to three magazine articles.
4. Find an article on a college or university you are interested in. If none is listed, find an article on Columbia University.
5. What are three magazines which reviewed the 1951 motion picture *Kon-Tiki*?
6. In what magazine was Ogden Nash's poem "This Is My Own, My Native Tongue" published?
7. In 1951 Howard Whitman continued a series of articles entitled "Terror in Our Cities." What magazine published the series?
8. Give the titles of three articles on vocational guidance. In what magazines did the articles appear? Under what subjects might you find additional material?

II. What current magazines are in your school or town library? What bound magazines are on the shelves? How are they arranged?

REFERENCE BOOKS

Reference books are usually kept on open shelves in the reference room or section of a library. Some you must ask for at the desk. An R above the call number of a book means that the book is in the reference collection and may not be taken from the library.

METHODS OF ALPHABETIZING

Most reference books are arranged alphabetically. But there are two methods of alphabetizing — *letter by letter* and *word by word*.

The letter-by-letter method considers all the letters in the subject regardless of word divisions. It is used by dictionaries, by the *Encyclopaedia Britannica*, and by the *Columbia Encyclopedia*. The word-by-word method groups together all the subjects with the same first word. It is used by the *Encyclopedia Americana*, the *Readers' Guide*, and the telephone directory. Before you say, "It isn't here," check the alphabetical arrangement of the book.

LETTER BY LETTER

air
airbrush
air conditioning
aircraft carrier
air forces

WORD BY WORD

air
air conditioning
air forces
airbrush
aircraft carrier

LIST OF USEFUL REFERENCE BOOKS

ENCYCLOPEDIAS

Most encyclopedias are kept up to date by yearly supplements.

Columbia Encyclopedia. One volume. Brief articles. No index.

Encyclopedia Americana. Short, specific articles. Occasional short bibliographies at end of articles. Index in separate volume.

Encyclopaedia Britannica. Scholarly, thorough articles. Excellent bibliographies at end of articles. Use the separate index volume to look up a specific topic under a broad heading.

Lincoln Library of Essential Information. Material divided into large sections, each with its own table of contents. Bibliographies at end of sections. General index.

UNABRIDGED DICTIONARIES

Funk & Wagnalls *New Standard Dictionary*. Everything in one alphabetical list as far as possible. Tables and foreign words and phrases at end.

Murray, Sir J. A. H., ed. *New English Dictionary*. Exhaustive and scholarly treatment of the derivation, meaning, changes in meaning, and use of words. Known also as the *Oxford Dictionary*.

Webster's New International Dictionary. Divided page. Less common words in lower section. Gazetteer and biographical dictionary at end.

FIRST AID FOR SPEAKERS AND WRITERS

Bender, James F., comp. *NBC Handbook of Pronunciation*

Crabb, George. *English Synonyms*

Fernald, J. C. *English Synonyms and Antonyms*. Helpful to anyone searching for the best word to express his idea.

Rogers' International Thesaurus. Comprehensive, easy to use.

Webster's Dictionary of Synonyms. Comprehensive, easy to use.

ANNUALS GIVING MISCELLANEOUS INFORMATION

World Almanac and Book of Facts. Useful handbook of statistical and miscellaneous information — for example, about government, industries,

- II. Dry ground with good drainage
 - A. High point or rise of land
 - 1. Not low ground beside lake
 - 2. Not a hollow or a narrow valley
 - B. Smooth surface with slight slope

III. Freedom from mosquitoes

- A. Good circulation of air
- B. Location away from favorite breeding places: stagnant water, swampy land, thick underbrush, dead wood

Two points which appeared on the first list have been discarded — “Six-inch trench around tent” and “Care of campfire.” Do you see why?

Working Down. Instead of working up to your outline from a page of ideas jotted at random, you may prefer to work *down* — that is, decide first what main points you want to discuss and then supply the subordinate ideas that belong under each point. For example, if you were planning a composition on the effect of climate on men’s lives, you might discuss five main points — food, clothing, shelter, work, and recreation. These would be the main topics of your outline. Or you might divide your topic geographically — frigid zones, temperate zones, and torrid zone. Under each topic you would list the details and examples that you plan to use in your discussion.

ACTIVITY 5. Working Down from an Outline

Decide what main topics you would discuss in themes on three of the following subjects.

1. Duties of a citizen.
2. Family Christmas.
3. How to break a bad habit.
4. Learning a foreign language.
5. Shopping manners.
6. Taking care of tropical fish.
7. The value of 4-H clubs.
8. Safety in the home.
9. A successful party.
10. Contour farming.
11. Jet propulsion.
12. Vitamins.
13. Inflation.
14. How to get a job.

HOW TO OUTLINE

1. Write the title above the outline without a number or a letter.
2. Note in the examples that the main topics are numbered I, II, III, and the subtopics under each main head A, B, C, D. Print these subtopics under Arabic numerals, a, b, c, d.
3. Subtopics are begun farther to the right than main topics. The second line of a topic begins under the first word of the topic. Keep corresponding letters or numerals in vertical columns: I, II, III, IV; A, B, C, D; 1, 2, 3, 4.
4. Capitalize the first word of each topic and other words that would be capitalized in a sentence.
5. Place a period after each topic number or letter but not at the end of a topic unless it is a sentence.

6. Never write a single subtopic — an A without a B following it, or a 1 without a 2 following it. Subtopics are subdivisions. When you divide, you have two or more parts. When you would like to write one subtopic, (1) join the subtopic to the main topic, (2) omit it, or (3) add other subtopics.

WRONG: I. Furniture
A. Maple
II. Draperies
A. Flowered chintz

WRONG: I. Decorations
A. Framed photographs
II. Storage space
A. Deep closet

RIGHT (JOINED TO MAIN TOPIC):
I. Maple furniture
II. Flowered chintz draperies

RIGHT (SUBTOPICS ADDED):
I. Decorations
A. Framed photographs
B. Travel posters
II. Storage space
A. Deep closet
B. Cedar chest

7. Express all topics of the same rank in similar form. If I is a sentence, II and III should also be sentences; if A is a noun (with or without modifiers), B and C should also be nouns (with or without modifiers); if 1 is an infinitive phrase, 2 and 3 should also be infinitive phrases. Sentences make a longer outline but express more definitely the important ideas. The sentence outline, too, must be consistent.

TOPICS NOT PARALLEL

Value of Team Sports
I. Developing a spirit of cooperation
II. To keep in good physical condition
III. New friends

NOT PARALLEL

Purchase	<i>All Infinitives</i>
Using	To purchase
To repair	To use
	To repair

TOPICS PARALLEL — GERUND PHRASES

Value of Team Sports
I. Developing a spirit of cooperation
II. Keeping in good physical condition
III. Making new friends

PARALLEL

<i>All Gerunds</i>	<i>All Nouns</i>
Purchasing	Purchase
Using	Use
Repairing	Repair

8. Avoid having a large number of main topics. A short theme cannot adequately cover more than four or five main topics. Test your main topics by asking about each: Is this really one of the important divisions of the topic or only a subtopic?

WHY SHOULD GIRLS TAKE MATHEMATICS?

LACK OF SUBORDINATION

I. Running a household
II. Budgeting
III. Adapting recipes

SUBORDINATION

I. Running a household
A. Budgeting
B. Adapting recipes

- population, sports, laws, armies, navies, schools, colleges, winners of Pulitzer prizes. Index in front.
- Information Please Almanac.* A reference book of world facts and a history of the year.
- Americana Annual.* Yearly supplement to the *Encyclopedia Americana*. Contains good articles on the progress of scientific and industrial research.
- American Year Book.* Happenings of the year in the United States in science, art, literature, government, and other fields.
- Britannica Book of the Year.* Attractive supplement to the *Encyclopaedia Britannica*. Includes a cumulative index.
- New International Year Book.* The annual supplement to the *New International Encyclopedia*. Events of the year.
- Statesman's Yearbook.* Statistics about the countries of the world and facts about their governments.
- The Congressional Directory.* Information about the United States government, especially Congress. Biographies of congressmen and of cabinet officers. Issued for each session of Congress.
- The Progress of Science.* A classified record of each year's scientific achievements. Biographical sketches.
- Yearbook of the United States Department of Agriculture.* Articles on agricultural subjects; agricultural statistics; report on the Department of Agriculture's work of the past year.

BIOGRAPHY

- Current Biography.* Published monthly. Cumulated annually in a volume. Biographies of the people who from month to month are recognized as outstanding personalities.
- Dictionary of American Biography.* Authoritative biographies of famous Americans. No living persons included.
- Kunitz, S. J., and Haycraft, Howard, eds. *Twentieth Century Authors.* Short biographies and portraits of twentieth century writers.
- Lippincott's *Pronouncing Biographical Dictionary.* People of all times and nations, and mythological names. Comparatively few living persons.
- Webster's Biographical Dictionary.* Forty thousand concise biographies of noted men and women, past and present, of all countries. Pronunciation indicated.
- Who's Who in America.* Information about notable living Americans. Addresses given. Published every other year.

CHARACTERS AND ALLUSIONS IN BOOKS

- Benét, William Rose, ed. *The Reader's Encyclopedia.* References to novels, plays, poems, mythology, classics, the Bible, history, geography, slang, music, art. Recent and complete.
- Hart, James D., comp. and ed. *The Oxford Companion to American Literature.*
- Harvey, Sir Paul, comp. and ed. *The Oxford Companion to English Literature.*
- Walsh, W. S. *Handy Book of Literary Curiosities.* Literary allusions, characters in books, and out-of-the-way information about books and authors.

QUOTATIONS

- Bartlett, John. *Familiar Quotations.* Quotations in both prose and poetry arranged chronologically by author.

- Hoyt, J. K. *New Cyclopedia of Practical Quotations*. Arranged alphabetically by subject.
- Mencken, H. L. *A New Dictionary of Quotations*. Arranged alphabetically by subject.
- Oxford Dictionary of Quotations*. Familiar quotations arranged alphabetically by author.
- Stevenson, Burton. *The Home Book of Quotations*. Arranged alphabetically by subject.

BOOKS ABOUT PLACES

- Encyclopaedia Britannica World Atlas*
- Lippincott's *Gazetteer of the World*
- Rand McNally Commercial Atlas and Marketing Guide*
- Webster's Geographical Dictionary*

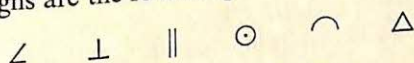
ACTIVITY 3. Using Reference Books

Using the reference books listed on pages 55-57, answer the following questions. Give definitely (book, volume, and page) the source of your information.

1. What was the "mauve decade"?
2. What is a "fairy ring"?
3. What is the largest island in the world?
4. Explain the allusion to *macaroni* in these lines from "Yankee Doodle":

Stuck a feather in his hat
And called it macaroni.

5. Give two interesting facts about the life of Winston Churchill of Great Britain.
6. Give eight colorful synonyms of *stupid*. What does each mean?
7. What kind of signs are the following?



8. Find a picture of the Wright brothers' airplane.
9. Who were Sacco and Vanzetti?
10. Where was Alfred Einstein born?
11. How is Sault Sainte Marie pronounced?
12. How many people were killed in automobile accidents in the United States last year or the year before?
13. What was Brook Farm?
14. When it is noon in New York City, what time is it in London?
15. Who said, "Every woman should marry — and no man"?
16. What is a good quotation to use in a talk on patriotism?
17. How long is the Mississippi River?
18. What is a loblolly boy?
19. What boundary dispute was settled in 1896 at the insistence of Grover Cleveland?
20. May *compare* be correctly used as a noun?
21. What did Aristotle say about justice?

9. Avoid overlapping of topics. Decide what basis of division you want to follow and then stick to it.

10. Cover the subject completely. Find subtopics that add up to the topic under which they fall.

11. Make your headings say something. Avoid empty topics like "Important considerations," "Introduction," "Conclusion," "Reasons."

12. If you find any topics that are not on the subject, cross them out.

Arrangement. In a coherent composition each paragraph prepares for the one to follow. The material is so arranged that the reader is led along easily and naturally on his journey to a definite point or conclusion. Four common patterns for the arrangement of material are: (1) time order, (2) space order, (3) necessary-facts-first order, and (4) order of emphasis — beginning with an important paragraph but keeping the best for last.

If you are writing an explanation of a process—making an angel cake, driving an automobile, or refinishing an old table, for example — use the time order. Arrange the details in the order you would perform the actions.

ACTIVITY 6. Correcting Faulty Outlines

What's wrong with the following outlines?

METHODS OF VENTILATION

- I. Natural ventilation
 - A. Seepage of air through cracks and walls
- II. Opening windows
- III. Mechanical ventilation
- IV. Fans
- V. Air-conditioning equipment

HOW TO LEARN THE CRAWL STROKE

- I. The flutter kick
 - A. Knees straight
- II. The arm stroke
 - A. Hands cupped
 - B. Keep the fingers together.
 - C. Synchronizing the kick and the arm stroke
- III. Breathing
- IV. Other kinds of strokes

MY AUTOBIOGRAPHY

- I. The first seven years of my life
 - A. Seattle, Washington
- II. Memories of kindergarten
- III. Fights with my sister
- IV. My family
- V. Going to school
- VI. Moving to Chicago

Kinds of Outlines. A sentence outline (each topic and subtopic a full sentence) is more complete than a topical outline and makes it easier to stick to the subject in the composition. A topical outline is briefer and easier to write. A vague or empty outline, so brief as to give little or no information about the subject, is neither interesting nor valuable.

ACTIVITY 7. Outlining a Theme

After assembling a quantity of material on one of the following subjects or one of the topics on pages 12, 13, and 15, write the outline of a theme. Select a subject on which you are an authority or on which you can secure accurate, up-to-date information. You will write the theme later. Keep all your material.

1. Civil defense.
2. Memory aids.
3. Fads in food.
4. Are we too psychology-conscious?
5. How to understand modern art.
6. Is a liberal arts education unrealistic?
7. Universal military training.
8. Simple home experiments in chemistry.
9. The modern electric kitchen versus Grandma's kitchen.
10. The advantages of small-town life.
11. Communism.
12. The effects of cigarettes.
13. How Walter Reed conquered yellow fever.
14. Probation as a form of crime prevention.
15. Luther Burbank's miracles with plants.
16. Uses of compressed air.
17. Rockets.
18. Erosion carries our farms to the sea.
19. First-aid treatment of fractures.
20. Varied-crop versus one-crop farming.
21. A recent achievement in aviation.

WRITING THE THEME

Introduction. First impressions count. Attract the attention of your readers by a challenging beginning in which you prepare them for what is to follow.

Here are six ways of attracting and holding readers as you lead into your subject.

1. Plunge into the middle of a conversation.

"This looks like a cozy spot," I announced brightly. "Let's pitch our tent here." To Steve and me, enthusiastic though unseasoned campers, it seemed the ideal camp site: a comfortable hollow in the deep woods, snug and quiet under a canopy of thick branches.

2. Make a startling statement.

Being President of the United States today is virtually a death sentence. Two of our last six Presidents have died in office. A third was stricken while in office and never recovered. Even those who survive their terms have their lives shortened below the average span.¹ — EDGAR ANSEL MOWRER

3. Surprise your reader with a question which you will proceed to answer or explain.

How would Beethoven have felt about bebop?

4. Present a straightforward statement of your purpose or the point that you wish to prove.

¹ Reprinted from October, 1948, *Coronet*. Copyright 1948 by Esquire, Inc.

In a large series of statistics it was shown that length of life was longest in nonsmokers, shorter for moderate smokers, and shortest in heavy smokers. Although proof is not forthcoming that tobacco shortens life, the statistical evidence suggests that such is the case. — FLORENCE L. MEREDITH, *Health and Fitness*¹

5. Tell an incident leading into the topic.

On April 12, 1950, during the water shortage in New York City a plane carrying one hundred pounds of dry ice seeded the clouds over the Catskill watershed area. On the next day the clouds were sprayed with silver iodide smoke. On the third day a storm lasting five hours covered the watershed area and New York City with 1.9 inches of snow. Was man responsible for this unseasonably late snowstorm?

6. Set up a straw man and knock him down. State an opposing theory and disprove it.

"Praise," said Samuel Johnson, "like gold and diamonds, owes its value only to its scarcity." The viewpoint of the learned eighteenth-century scholar is not shared, however, by modern teachers and psychologists. Tests have shown that people have made more progress when encouraged for their efforts than when reprimanded for their failures.

The opening sentences should be clear to the reader without reference to the title of the composition.

POOR: Leonardo da Vinci's "Mona Lisa"

Probably no other portrait has excited so much admiration and curiosity as this painting.

RIGHT: Leonardo da Vinci's "Mona Lisa"

Probably no other portrait has excited so much admiration and curiosity as Leonardo da Vinci's "Mona Lisa."

ACTIVITY 8. Writing Introductions

Choosing three of the six methods of beginning a theme shown above, write sample introductions for the theme you outlined in Activity 7.

Unity. A composition should treat a single subject. If you are writing a theme on the whaling industry in the days of Moby Dick, don't sidetrack your reader by telling him that millions of years ago whales were four-footed land animals. It's an interesting fact, but it's off your subject. Throw out any material that does not directly help you to accomplish your purpose.

Connectives. The relation between paragraphs should be made clear. There are five ways to indicate the connection.

¹ Reprinted by permission of the publisher, D. C. Heath and Company.

1. Referring in the first sentence of a paragraph to the preceding paragraph. For example, after discussing the abuses of athletics, to begin a new division with the words "The remedy . . ." makes the change of topic immediately evident.

2. Indicating in the last sentence of a paragraph the topic of the next paragraph.

3. Repeating at the beginning of a paragraph a word used at the end of the preceding one.

4. Using connective words and expressions — for example, *nevertheless*, *moreover*, *also*, *likewise*, *besides*, *however*, *on the other hand*, *on the contrary*, *meanwhile*, *at the same time*, *consequently*, *as a result*, *for this reason*, *for instance*, *next*, *finally*, *first*, *secondly*, *to the right*.

5. Using a brief transitional paragraph.

On the basis of the latest tests of animal intelligence, then, horses don't rate very high in horse sense. But let me ask the psychologists one question: Have you ever talked to my horse?

Clearness. To make your theme clear (1) select a subject that is suited to your readers; (2) have a full and clear understanding of your subject; (3) use words which your readers will understand; (4) avoid complicated sentences; (5) use examples, illustrations, comparisons, contrasts, figures of speech, word pictures, and anecdotes; and (6) plan before writing.

Emphasis. Obtain emphasis (1) by giving greater space to more important material and (2) by putting the main idea in a prominent place. Include every detail necessary for clearness, but don't let details overshadow your most important ideas.

Remember that the beginning and the end are the key positions in a theme. Save them for the points you particularly want to emphasize. Because final impressions last longest, the end of a speech or theme is the most emphatic position.

Conclusion. A short theme doesn't need a lengthy conclusion. To make a strong final impression, end with a statement of your most important idea, or emphasize your main point in a forceful sentence. Don't bore your reader with a routine summary of your chief points or weaken the effect of your theme by tacking on an afterthought at the end.

Revision. After you have written your first draft, go over it with a fine-tooth comb.

1. Is the theme unified? Have you included any irrelevant material? Have you left out anything?

2. Check your transitions. Does the theme move smoothly from paragraph to paragraph?

3. Is the style interesting? Have you written a forceful beginning and ending? Are your sentences varied? Have you chosen vivid, exact words?

4. Cross out repetitions and useless words. Look suspiciously at every *which, that, any, many others, along the lines of, in the field of.*

5. Check your grammar, spelling, and punctuation. Be on the lookout particularly for sentence fragments and run-on sentences.

Examine carefully the following revision of a paragraph of a theme on selecting a good summer camp site.

When you're ready to make camp, what should you look for? First on the list ^{are} ~~is~~ supplies. ^d ~~Drinking~~ water and fire ⁽wood. Though you can't be absolutely ^{certain} ~~sure~~ that water is pure ^{unless} ~~without~~ it has been tested, water ~~that comes~~ from a spring or lake ~~that is~~ ^a spring-fed is usually a safe bet. Boil it if you have any doubts. ~~You can also purify it by adding one drop of iodine to each quart.~~ Firewood should be plentiful and nearby. If you have the choice of pitching your tent either beside a bubbling spring or close to a good supply of firewood, ^{stay near} ~~make the choice of being~~ close to the firewood. You can ⁽always walk to the spring when you want a drink, but it's no fun to ^{carry} ~~lug~~ ^{heavy} ~~a lot of~~ logs a long ^{distance.} ~~way.~~

Here is the revised theme.

Selecting a Site for Summer Camping

How can you be sure that a summer camping trip won't turn into a damp and buggy nightmare? Naturally you can't foresee every quirk of nature, but you can learn the most important requirements of a good camping site.

When you're ready to make camp, what should you look for? First on the list are drinking water and firewood. Though you can't be absolutely certain that water is pure unless it has been tested, water from a spring or a spring-fed lake is usually safe. Firewood should be plentiful and nearby. If you have the choice of pitching your tent either beside a bubbling spring or close to a good supply of firewood, stay near the firewood. You can always walk to the spring when you want a drink, but it's no fun to carry heavy logs a long distance.

With water and firewood on hand, you're assured of not having to go thirsty or to eat raw bacon. But you won't enjoy even the tempting smell of bacon frying over an open fire if you haven't had a good night's sleep. Before you pitch your tent, make a careful search for dry ground with good drainage. The best choice is a high point or rise of land. Though a lakeside is often thought of as an ideal location for a camp in summer, sleeping on the low ground beside a lake is likely to be a soggy experience.

To provide for good drainage find a smooth surface with a slight slope. Stay away also from a hollow or a narrow valley, no matter how snug and quiet it may look to you after an exhausting hike. If it rains — and unexpected storms are almost routine in the summer — you'll wonder if you've pitched your tent in a bathtub by mistake.

Mosquitoes are pests that can ruin a camping trip. In the mosquito season you probably won't escape an occasional bite, but the careful choice of a camping site may prevent a full-scale invasion. If you pick a location where the circulation of air is good, you may thwart even the most determined mosquito.

Just as important is avoiding the favorite breeding places of mosquitoes — stagnant water, swampy land, thick underbrush, and dead wood. Here mosquitoes gather to plot their attacks on your nose, your ear lobes, and your temper. If they find out that you're within easy striking distance, you won't have a minute's peace.

With a little forethought roughing it can be fun — and it needn't be rough.

ACTIVITY 9. Writing a Short Theme

Write a theme (from 200 to 500 words) based on the outline you prepared for Activity 7. Write rapidly; revise slowly and carefully.

ACTIVITY 10. Outlining and Writing Themes

Choose topics from the following list or from Activities 4 and 7, gather material, and write outlines and themes of from 200 to 500 words. Revise slowly and carefully.

1. Recent developments in long-distance telephoning. 2. Avoiding worry. 3. Racial prejudice in my community. 4. Putting free time to good use. 5. Getting the most out of a poem. 6. How I am preparing myself for my probable vocation. 7. Poor taste in advertisements. 8. The case against antihistamines. 9. Do movies present a false picture of American life? 10. A cure for the traffic congestion in our city. 11. The work of a forest ranger. 12. Systematic versus random reading. 13. The popularity of picture magazines. 14. A vital problem of agriculture. 15. Historical landmarks in our community. 16. Needed improvements in railroad travel. 17. Prefabricated homes. 18. The importance of a good night's sleep. 19. Outdoor cooking. 20. The work of the League of Women Voters. 21. Are examinations a reliable test of ability? 22. Does America have a great living poet? 23. The U.S. Weather Bureau and its work. 24. Pan-Americanism — its origins and aims.

22. In what state is March 15 a holiday? Why?
23. What is Oscar Hammerstein's address?
24. Where is Occidental College? Approximately how many students attend this college?
25. What is the difference in meaning between *attempt* and *endeavor*?
26. In photography what special meaning does *medium* have?
27. In what reference book can one find a portrait of John Steinbeck?
28. Who are the United States senators from your state?
29. What is the greatest depth of the Atlantic Ocean?
30. Who said, "The true university of these days is a collection of books"?

6

SHORT TALKS

Is it important to be able to make a good speech? Twenty-three thousand businessmen think so. Every week, at chapter meetings of Toastmasters International, these men practice giving speeches and criticize each other's speaking. Business experience has convinced them that skill in public speaking pays off. Not only in industry, but in the law, the ministry, teaching, politics, and many other vocations the ability to speak effectively has a definite dollar-and-cents value.

A good speaker also has numerous opportunities for public service. Public spirit demands that we learn to speak convincingly in support of law and order and democratic institutions and against violence, intolerance, corruption, and disloyalty. The leader in high school, college, and public life is usually a forceful speaker.

GATHERING MATERIAL

Where can you find material? Go to the same sources you used in preparing a theme: to the library for material in newspapers, magazines, and reference books; to people who can give you accurate, up-to-date information on your subject; to your own experience and observation for anecdotes and human interest stories that will illustrate points and brighten your talk.

PLANNING YOUR SPEECH

Behind every good theme and every good speech is a well-thought-out plan. When you are ready to put your ideas in order, review the discussion of outlining on pages 14-19. Remember that good outlining is just good thinking. If you've gathered enough material and thought your subject through carefully, the outline should come easily.

SHOULD YOU MEMORIZE, READ, OR TALK A SPEECH?

A good speech is like good conversation — easy, natural, sincere. Since few people sound natural when they read aloud or recite from memory, it is better to talk a speech. Memorize the ideas, not the words. Fix the main topics of your outline so thoroughly in your

3

WRITING BUSINESS LETTERS

Help Wanted — “Secretary-steno, capable of composing own correspondence”; “Personable young woman to handle correspondence and interviews”; “Top-notch, willing worker, learn billing and correspondence”; “Sales correspondent, young man with technical background.” These advertisements from the *New York Times* echo the cry of business executives: “Give us young people who can write good letters.”

BUSINESS LETTER FORM

HEADING

On stationery with a letterhead just add the date two or three lines below the letterhead. Place it flush with the right margin, center it, or begin at the center.

Lord & Taylor

FIFTH AVENUE
NEW YORK 18

MANHASSET, NEW YORK
WESTCHESTER, NEW YORK
MILLBURN, NEW JERSEY

May 12, 19—



One of the
WORLD'S FAMOUS HOTELS

The COPLEY PLAZA

Boston 16, Massachusetts

MAURICE T. LAWLER
General Manager

August 22, 19—

On stationery without a letterhead —

1. Include ordinarily in the heading three lines: (1) the street address; (2) the city, zone number, and state; and (3) the date.

2. Begin about $1\frac{1}{2}$ inches from the top of the page for a long letter, 2 inches for a letter of medium length, and $2\frac{1}{2}$ inches for a short letter.

3. Use single spacing.

4. Do not abbreviate the name of the month. It is better practice not to abbreviate the name of the state.

5. Spell out the name of a numbered street if it is one word and is not compounded.

150 Fifth Avenue		249 168 Street
270 East Fortieth Street	BUT	217 East 43 Street or 43d Street or Forty-third Street

6. Do not use a comma at the end of a line.

BLOCK STYLE

1338 Main Street
Columbia 7, South Carolina
January 10, 19—

INDENTED STYLE

430 S. W. Morrison Street
Portland 4, Oregon
December 21, 19—

INSIDE ADDRESS

1. Regularly place the name of the addressee and the address at the left margin below the date. Use single spacing.

2. Write the name of a business firm exactly as it appears on the company's letterhead: *Graflex, Inc.*; *Tiffany & Co.*; *Swift & Company*; *Harcourt, Brace and Company, Inc.*

3. Keep the same style, block or indented, in the heading, inside address, and envelope address. The indented style is generally used in longhand letters but seldom in typed letters.

4. Use the proper title — in most cases, *Mr.*, *Mrs.*, or *Miss*. Address a man as *Mr. Richard Hilton* — never as *Richard Hilton*. Call a boy *Master*. The plural of *Mister* is *Messrs.* If you do not know whether a woman is married, use *Miss*. If the person has a special title, use it. For a person with a doctor's degree use *Dr.* For cabinet officers, senators, congressmen, governors, judges, and mayors use *Honorable*.

5. Avoid, as a rule, double titles with a full name.

Dr. Edward Kearney/~~M.D.~~ BUT The Reverend George D. Hill, D.D.
Professor David M. Cobb/~~Ph.D.~~

6. Place a short business title after the name; put a long one on the second line.

Miss Dorothy Shaver, President
Lord & Taylor
Fifth Avenue and 38 Street
New York 18, New York

Mr. George D. Murray
General Sales Manager
Woodbury and Company, Inc.
Chadwick Square
Worcester 5, Massachusetts

7. When there is no street address, put the state on a separate line.

Mrs. Raymond Adams
New Bloomfield
Pennsylvania

8. Often in letters to business friends the inside address is placed at the left margin below the signature.

ATTENTION LINE

Sometimes the writer addresses a business letter to the firm but wishes it brought to the attention of an individual. In such a case *Attention Mr. Eliot Crane* is typed two spaces above the salutation, on the same line with it, or two spaces below it. The salutation is *Gentlemen*. For the position of the attention line on the envelope see page 31.

SALUTATION

1. Correct business salutations are:

VERY FORMAL	Sir:	My dear Sir:
	Madam:	My dear Madam:
FORMAL	Dear Sir:	Gentlemen:
	Dear Madam:	Mesdames: or Ladies:
LESS FORMAL AND MORE PERSONAL	Dear Mrs. Johnston:	Dear Mr. Scott:

Most correspondents say *Dear Mr. Klinger* or *Dear Miss Nolan*, not *Dear Sir* or *Dear Madam*. Use *Gentlemen* in writing to a business firm. *Dear Sirs* is old-fashioned. For the correct form of address of a letter to a government or church official refer to *Webster's New International Dictionary* or a business handbook like *Tressler and Lipman's Business English in Action*, *Hutchinson's Standard Handbook for Secretaries*, or *Doris and Miller's Complete Secretary's Handbook*.

2. In a typed letter begin the salutation at the margin two spaces below the address. Don't leave wide spaces between the parts of a pen-written letter.

3. Place a colon after the salutation.

4. Capitalize the first word and all nouns.

In a typewritten letter begin the body of the letter two spaces below the salutation. In a single-spaced letter leave a double space between paragraphs. If the inside address is in indented style, the paragraphs are indented. If the inside address is in block style, the paragraphs may begin at the margin (block style) or be indented (semiblock style). In the full block style all parts of the letter, including the date, complimentary close, and signature, begin at the left margin.

 **LC Smith & Corona**
Typewriters
Inc.

Executive Office
201 E Washington St. Syracuse 1, N.Y.

RECEIVED
NOV 17 1950
11:00 AM
11:00 AM
11:00 AM
11:00 AM

November 8, 1950

Mr. J. S. Treasurer
577a Edgerton Boulevard
Jamaica 3, New York

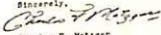
Dear Mr. Treasurer:

A short time ago you inquired about the Smith-Corona Adding Machine and the Smith-Corona Cashier and of course we were pleased and complimented.

So that you could receive the information you wanted, your inquiry was sent to our Branch Office in Brooklyn, New York. For them to send to our representative nearest to you.

Our interest in serving you is just as strong as ever, and I wonder if you would drop me a note on the enclosed postcard telling me if you have received all the attention and all the information you desired.

I shall look forward with great interest to hearing from you.

Sincerely,

Charles F. Metzger
Sales Manager
Adding Machine Division

CFM:ach

TEMPLE UNIVERSITY
PHILADELPHIA 22, PA.

November 7, 1950

Dr. J. C. Treasurer
577a Edgerton Boulevard
Jamaica 3, N.Y.

Dear Dr. Treasurer:

I would like very much to have a brief meeting of the panel which is to discuss the relation of grammar to effective expression prior to the start of the meeting.

I am registered at the Hotel Schumacher. Would it be possible to meet in my room at approximately 3:00 P.M. - 4:15 P.M. at the latest so that we may discuss our program before we have to present it?

Very sincerely yours,

J. C. Treasurer, D.D.S.

S/v
Enc.

BLOCK: Notice the clean-cut appearance of a block-style letter at the left above. The uniform margin is a timesaver for the typist.

SEMIBLOCK: This style, at the right above, which is widely used in business letters, differs from the block style in only one respect: paragraphs are indented.

DOUBLE SPACE: Some business firms never send double-spaced letters. Other companies use double spacing for very short communications like the example at the right below.

The Institute of Applied Econometrics, Inc.
AN ORGANIZATION FOR THE RESEARCH AND INTERPRETATION OF ECONOMIC PROBLEMS
300 Fifth Avenue New York 1, N.Y.

November 17, 1950

Miss Ruth E. Taylor
5014 96th Street
Boulevard, New York

Dear Miss Taylor:

Thank you for your letter of November 15th.

I shall be very happy to be listed as one of your references on your application to the Columbia University School of Nursing, and wish for you every success in your chosen vocation.

Very sincerely,

Mary W. Rice

MM:BT

mind that during your speech you'll know exactly where you're going — and by what route. Since it's important to get off to a good start and to end forcefully, memorize the opening and closing sentences, if you like.

When you have completely prepared a speech, you need no notes unless you wish to quote a fairly long passage or give a set of statistics. Consulting notes attracts the attention of your audience away from what you are saying to what you are doing.

PRACTICING YOUR SPEECH

The next step is practice. Buttonhole a member of your family or a good friend — someone you feel easy with — and have him act as a guinea-pig audience. Ask for his honest criticism, and profit by it. If he obviously isn't interested in what you're saying, the chances are your bigger audience won't be either. Together you can probably figure out what the trouble is.

If no one is around to listen to you, talk to the cat, a vase of flowers, or a bedpost rather than just into the air. The oftener you practice out loud the better. Each time through you'll feel more at home in your subject, more accustomed to the sound of your own voice, less likely to stumble. Relax. Breathe deeply and steadily. Take your time. You may even begin to enjoy talking.

HOW DO YOU LOOK?

Try out your speech before a full-length mirror. While you talk, watch your posture, your facial expression, your hands. Are you wriggling, twisting a handkerchief, fiddling with your hair, or swaying from side to side? These are nervous mannerisms that will distract your listeners' attention from your speech. Stand still, one foot at a comfortable distance diagonally ahead of the other for balance, and let your hands hang easily at your sides. Relax, but don't slouch. Is your expression grim? Try smiling. If you look relaxed and cheerful, you'll put your audience at ease too.

PAUSES AND CONNECTIVES

Turn off your voice completely when you stop to think, especially at the end of a sentence. Pauses are the punctuation marks of speech; keep them free of *urs*.

Don't let a sentence run on interminably with *and-and-and*. When starting new sentences, avoid overworking *well*, *why*, *and*, *so*, and *then*. Vary the connectives.

BEGINNING AND ENDING

Introduction. First impressions count. If you awaken your listeners' interest in the first few seconds of your speech, they'll be ready to

give you their whole attention. Begin with a lively and appropriate story, a startling question, an interesting personal experience, a historical incident, a striking illustration, or a challenging quotation.

This is the way Dr. Hans Christian Adamson began a lecture on snakes:

Ever since they made their appearance in the Garden of Eden snakes have probably been libeled more than any other creatures on earth. Popular fable has them stealing milk, rolling like hoops, using their tails as whips and stingers, and tripping up people by coiling around their legs. They are accused of being slimy and of having the hypnotic eye. They are said to be wise, to have the speed of chain lightning, and never to die until sundown. All of which is perfect nonsense.

Conclusion. Your conclusion is the idea your audience will go away with. Make it a brief, forceful restatement of your main point.

EXAMPLE

The controlled release of atomic energy is the most momentous fact ever to confront the human race. Giving man at one and the same time the power to destroy himself or to enter into a life of unparalleled abundance, it is either the ultimate, grim, sardonic jest of the gods, or the final, great, material blessing of God. It's up to you. — WILLIAM R. FOULKES

KEEPING YOUR AUDIENCE INTERESTED

If you've ever been a baby sitter, you've probably heard an insistent "Tell me a story." Interest in stories develops at an early age — and never wears off. To hold the attention of your audience, illustrate a point now and then with an appropriate anecdote or incident. If the story is funny, so much the better; even a speech on a serious topic can stand a touch of humor. Don't, however, drag in a joke just to get a laugh. If the story doesn't help to prove a point, it doesn't belong in the speech.

A blackboard diagram or sketch, a photograph, or a model not only holds the interest of the audience but may, better than a hundred words, make the point clear. Because monotony puts an audience to sleep, have a variety of subject matter and vary your delivery. Enthusiasm is contagious. If you are enthusiastic about your subject, your classmates are likely to listen to what you say.

Look directly at your audience. From their expressions you'll be able to tell how interested they are in what you're saying. If you gaze vaguely out the window or address all your remarks to the radiator, the ceiling, or the floor, Oscar in the back row will have a good excuse for not bothering to listen. Pick out people in different parts of the room and talk a few sentences to each one — just as you would in ordinary conversation.

Concentrate on getting your ideas across to your audience. If you think about what you are saying and forget about yourself, you'll soon get over being nervous.

OTHER SUGGESTIONS FOR OVERCOMING NERVOUSNESS

1. Remember that nervousness before an audience is normal for beginners and is a good sign. It shows that you have a wholesome respect for your audience.
2. To cure stage fright, speak at every opportunity. Practice, practice, practice.
3. Choose a subject in which you are deeply interested.
4. Prepare your talk thoroughly. Knowing that you have something worth saying will give you confidence.
5. Practice your speech several times out loud.
6. Take several deep breaths just as you go to face the audience.
7. Think of each member of the audience as a friend; don't be concerned about the group.
8. Make sure that everybody hears your opening words but don't begin in a high-pitched voice.
9. Avoid such mannerisms as tensing your fingers, rubbing your hands together, clearing your throat, and playing with a bracelet, a lead pencil, or the buttons on your coat. They advertise your nervousness and distract the attention of your listeners from what you are saying.
10. Don't exaggerate the importance or the solemnity of the occasion. Unless your speech is extraordinary, most of your hearers will soon forget all about it.
11. If topic and occasion permit, make your audience laugh at the beginning of your talk. You don't have to be screamingly funny; most hearers respond gratifyingly even to mild humor or a witticism.
12. The psychologist William James says, "To feel brave, act as if you were brave." Pretend that you feel confident, and your nervousness may soon wear off. Remember that you're not the only person who ever felt nervous; probably everyone in your audience has been through exactly the same experience.

THE SPOKEN WORD

Short, clipped sentences are easy to listen to and to absorb. Examples, illustrations, comparisons, and contrasts help to make a speech vivid.

In your choice of words follow these guides:

1. Use action-packed, emotion-packed words. Arouse your audience.
2. Keep your language off the streets. Slang is out of place in formal speech.

3. Don't overpower your audience with technical words and phrases. Use the simple, clearly intelligible word.
4. Say what you mean. Use the exact word.

PERSONALITY IN VOICE

Have you ever listened to a lecturer whose voice almost put you to sleep? His speech may have been very interesting, but he droned on and on — and on. After a while you didn't even *try* to listen.

Keep your audience awake and interested by speaking in a friendly, persuasive, vigorous voice. Be enthusiastic about your topic and let your voice show that enthusiasm. Vary the rate of your delivery. Pause before and after important sentences; emphasize key words. Many people will form their opinions of you partly on your voice. Avoid the monotone; the meek, Milquetoast voice; the looking-for-a-fight voice; the whining, whipped-schoolboy voice.

ACTIVITY 1. Making a Speech

Select a phase of your school life for consideration in a speech of three to five minutes. Be specific. Don't deal in generalities. Select an attractive, appropriate title. In a single sentence tell exactly what you propose to accomplish. Stick to this thesis throughout the speech. Apply the suggestions for organization and delivery learned so far. You may base your limited subject on one of these broad topics.

1. Homework. 2. Examinations. 3. The marking system. 4. Relations between the faculty and the student body. 5. The honor system. 6. Recreational facilities. 7. Sports. 8. Preparation for earning a living. 9. Guidance. 10. Student government. 11. Elections. 12. Relations with other schools or colleges. 13. Publications. 14. Traditions. 15. Fraternities and sororities. 16. Extracurricular activities. 17. The cafeteria. 18. Assemblies.

ACTIVITY 2. Explaining

Explain how to make or do something or how to play a game. Explain simply, clearly, completely. If it will help your audience to understand, use a blackboard diagram, a sketch, or a photograph. Watch your audience; if your explanation confuses them, their faces will show it.

ACTIVITY 3. Summarizing a Magazine Article

From a magazine article you have read recently, give the most important points and one or two interesting details or examples. Boil the whole thing down to one minute, or at most two minutes. Watch the eyes of your classmates to be sure they are getting what you say. Eye-to-eye contact keeps them awake and attentive to what you tell them. Enunciate distinctly and pronounce every word correctly.

COMPLIMENTARY CLOSE

1. Correct complimentary closes are:

VERY FORMAL	Respectfully yours,	Yours respectfully,
FORMAL	Yours truly,	Very truly yours,
LESS FORMAL	Sincerely yours,	Yours sincerely,
PERSONAL	Cordially yours,	Cordially,

2. Begin the complimentary close about halfway across the page, capitalize only the first word, and place a comma at the end.

SIGNATURE

1. In block and semiblock style the written signature begins under the first word of the complimentary close. In indented style it begins farther to the right.

2. Never place *Mr.* before your name or a punctuation mark after it.

3. Frequently the writer's name is typed below his signature. When there is no typed signature, sign a letter plainly.

4. A woman writing to a stranger should make clear what title should be used in the reply. The following are correct signatures.

UNMARRIED WOMAN

(*Miss*) Anna Clark OR Anna Clark
Miss Anna Clark

In a letter to an acquaintance *Miss* is unnecessary.

MARRIED WOMAN OR WIDOW

(*Mrs.*) Helen Wilson OR Helen Wilson
Mrs. John Wilson

In a pen-written letter a second signature is enclosed in parentheses.

Helen Wilson
(*Mrs John Wilson*)

5. In a letter from a business firm, if the letterhead does not show the writer's position, the signature should make his position clear.

Very truly yours,

E. D. Bartlett

E. D. Bartlett
Director — Office Personnel

Very truly yours,

G. S. Meyer

Director

IDENTIFICATION LINE AND ENCLOSURES

For office records a business letter may show who dictated it and who typed it. The typist's initials appear last. Correct forms are:

WTE:cn

WTE-N

wte/cn

W. T. Evans:CN

When the dictator's name is signed to the letter, his initials on the identification line are unnecessary and are often omitted. The typist's initials are useful only to the firm sending the letter. Unless your employer prefers otherwise, omit the dictator's initials and type your initials on the carbon copy but not on the original.

If there are enclosures, type at the margin (below the identification line if there is one):

Enc.

2 Enclosures

Enclosure—check

Enclosure

Enclosure—2

SECOND PAGE

The second page of a long letter is on plain paper of the same size and quality as the first page. At the top of the page place the name of the addressee, the page number, and the date.

June 6, 19—

Mr. Harvey Woolcott—2

The last page should contain at least three lines of the body of the letter. In typewritten letters start four spaces below the heading.

LETTER LAYOUT CHART

A business letter is ordinarily typed on good white paper $8\frac{1}{2} \times 11$ inches. Centered on the page, it has approximately the same borders of white on all sides. The margin at the bottom of a full-page letter should never be less than the side margin.

The following chart shows margin settings and spacing for attractively arranged single-spaced letters on $8\frac{1}{2} \times 11$ inch paper. For a double-spaced letter double the number of words in the letter and then use the chart.

SINGLE-SPACED LETTERS

<i>Words in Body of Letter</i>	<i>Pica Type Margins</i>	<i>Elite Type Margins</i>	<i>Spaces between Date and Inside Address</i>
0-100	23-63 or 20-65	28-74 or 24-78	12-8
101-200	18-68 or 15-70	22-80 or 18-84	8-6
201-300	13-73	16-86	6-3

Pica (pī'kă) type is larger than elite. If you don't know which your typewriter has, count an inch of type. Pica has 10 characters to the inch; elite has 12.

LAYOUT OF A BUSINESS LETTER



M I L E S K E N M O R E C O M P A N Y

75 East Wacker Drive, Chicago 1, Illinois (1)

2 or 3 spaces

November 27, 19— (2)

8 to 6 spaces

R. W. Cummings, Inc. (3)

1504 West St. Paul Avenue

Milwaukee 3, Wisconsin

Attention Mr. C. F. Howell (4)

Gentlemen: (5)

Two-paragraph letter of 120 words in semiblock style with double spacing between paragraphs. (6)

Very truly yours, (7)

Anna Clark (8)

Vice-President (9)

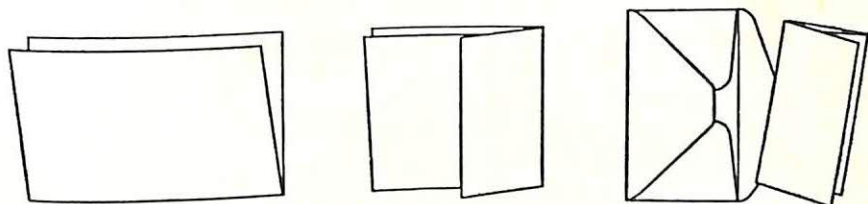
(10) AC:DF

(11) Enc.

1. Letterhead
2. Date
3. Inside address
4. Attention line
5. Salutation
6. Body
7. Complimentary close
8. Signature
9. Title or position in firm
10. Identification initials
11. Enclosure

FOLDING

For a small envelope (No. 6 $\frac{3}{4}$) fold the bottom of an 8 $\frac{1}{2}$ × 11 inch sheet within a quarter inch of the top edge. Then fold (1) from right to left about one third of the width of the sheet and (2) from left to right within a quarter inch of the crease on the right. Place the last fold in the envelope first with the loose edges up and next to the flap.



ENVELOPE ADDRESS

1. Use the same style for the envelope and the return address as you used for the inside address. Double space a three-line address. Single space an address of four or five lines.

2. The *United States Official Postal Guide* asks us to make the work of postal clerks easier by placing the state on a separate line and writing it out plainly, not abbreviating it. (Some individuals and firms do not comply with this request.) *Va.* and *Pa.*, *Md.* and *Ind.*, *Colo.* and *Cal.*, *Miss.* and *Minn.* are often confused.

3. Slightly below the middle of the envelope center the name. Always use the person's title, *Mr.*, *Mrs.*, *Miss*, *Dr.* Place the zone number without punctuation after the name of the city.

4. Write your name and complete address in the upper left corner of the envelope. Place the state on the same line with the city.

BLOCK STYLE

Name of sender Street address City and zone number, state	AIR MAIL SPECIAL DELIVERY REGISTERED	Stamp
Name Room, apartment, or box number Street address City and zone number State		
PERSONAL Attention Mr. David Hall Care of Miss Jane Baldwin Forwarding directions		

5. The attention line and the care-of line may be placed in the address under the name.

ACTIVITY 1. Writing Skeleton Letters

Write the heading, inside address, salutation, complimentary close, and signature of each letter. Indicate enclosures when necessary. Address the envelope.

1. Carl F. Swanson, president of the Clinton Paint & Chemical Co., 13 Fourth Street, Maryville, Ohio, writes to Mr. T. E. Merrill, 1004 Prospect Avenue, Pulaski, Virginia. Print a letterhead.
2. Miss Norma Watkins, 1503 North Richland Court, Milwaukee 11, Wisconsin, writes to the Book-of-the-Month Club, 385 Madison Avenue, New York 17, New York.
3. From your home address write to the Waltham Boiler Corporation, 861 Summer Avenue, Newark 4, New Jersey, attention of Mr. Charles K. Miller.
4. Mr. L. A. Fisher, credit manager of Wright's Home Furnishings, 507 Madison Avenue, New York 22, New York, writes to Mrs. Roger Endicott, 48 Washington Avenue, Schenectady 5, New York, and encloses a credit card. Print a letterhead.

BUSINESS LETTER STYLE

1. Know what you want to say. Say it simply and directly. As a rule, confine a letter to one subject and a paragraph to one idea. Easy-to-read paragraphs in a business letter average sixty words in length. Seventeen words is a good average for the sentences. Big words may be misunderstood and brand you a show-off. Short, simple words are better.
2. Get off to a good start. Say something definite and important in the first sentence.

POOR: We wish to acknowledge the receipt of your letter of March 13. (Isn't it obvious that the letter was received?)

BETTER: A single room has been reserved for you for the night of March 28, as you requested in your letter of March 13.

3. Cut your word consumption. When possible, let one word do the work of two or more.

~~at a later date~~

~~both of them~~

~~by means of~~

~~during the course of~~

~~in order to~~

~~final completion~~

~~for the purpose of~~

~~made out of new wool~~

~~for the month of June~~

~~may perhaps~~

~~up to this writing we have not~~

~~past experience~~

always

~~at all times~~

now

~~at the present time~~

since

~~in view of the fact that~~

for

~~in the amount of~~

if

~~in the event of~~

doubtless

~~there can be no doubt that~~

4. Avoid trite, old-fashioned phrases: "enclosed please find," "beg to advise," "please be advised," "permit me to say," "valued order," "of recent date," "under separate cover," "your esteemed favor," "contents carefully noted."

Enclosed ^{are} ~~herewith you will find~~ the bulletins you requested in your letter
June 10. ^I ~~wish to say that~~ it was a pleasure to serve you ^{in this matter.} ~~of a recent date.~~

5. Avoid ending a letter with a participial phrase beginning with *hoping, trusting, believing, thanking, or regretting*: "thanking you in advance"; "hoping to hear from you soon." Old-fashioned closings like "we remain," "and oblige," and "I am" are not good form.

End with a few friendly words if you can — for example:

We hope you will find these books interesting and useful reading.

While we regret that we cannot have you as one of our guests, we hope that you will enjoy the broadcasts as they come to you over the air.

6. Avoid telegraphic style. Do not omit words needed for clarity, smoothness, or courtesy.

^{I am} ~~Sorry~~ about the delay. ^{I r} ~~Rather~~ imagine ^{was} ~~it~~ due to the beginning of the Christmas rush.

7. Reword blunt, tactless, sarcastic sentences. Adopt a positive attitude. Avoid negative words like *complaint, grievance, trouble, mistake*.

BLUNT: I wish to call your attention to the fact that there is too much advertising done on your program.

COURTEOUS: Your program is generally excellent. I have only one suggestion — fewer and shorter commercials.

NEGATIVE: We have received your complaint about the loose caster on the desk chair.

POSITIVE: Thank you for reporting the loose caster on the desk chair.

8. Put yourself in the reader's place. For *I* and *we* substitute *you*.

WE-SPIRIT: We take pride in the warm, hospitable atmosphere of our hotel.

YOU-SPIRIT: You will find here a warm, hospitable atmosphere.

WE-SPIRIT: We offer free car storage in our fireproof garage.

YOU-SPIRIT: You may store your car free of charge in the Mayfair's fireproof garage.

9. It is better to use no abbreviations except *Mr., Mrs., Messrs., Dr., St. (Saint), D.C., A.M., P.M., Y.M.C.A., C.O.D.*, and several others listed on page 311. Do not use *etc.* if you can avoid it. Use symbols only in tabular matter. Write out *care of, per cent, feet, inches, degrees, minutes, and seconds*.

10. Write *January 19*, not "January 19th" or "January nineteenth." Use figures also for house numbers and page numbers.

INQUIRIES, REQUESTS, AND RESERVATIONS

1. Don't write for information that you can secure in the library or ask questions calling for long answers. Don't become a pest by writing unnecessary letters of inquiry. Most men whose opinions are worth while are extremely busy.

2. Make your questions clear. Give concisely all the necessary information. If you are making a reservation at a hotel, specify single room or double room; with bath or without bath; double bed or twin beds; low-priced, medium-priced, or best room; date of arrival; length of stay.

3. Explain briefly why you want the information.

4. Enclose a stamped, self-addressed envelope unless you are likely to repay your informant with an order or in some other way.

5. Be courteous. Do not demand information "by return mail," "at once," or "as soon as possible." Most firms are prompt because promptness wins friends for a business.

2021 Stratford Road
Kansas City 2, Missouri
October 25, 19—

Manager, Muehlebach Hotel
Baltimore at Twelfth Street
Kansas City, Missouri

Dear Sir:

The Gridiron Club will hold its annual banquet on Friday, December 2. About two hundred persons will attend.

As chairman of the Banquet Committee, I should like to know whether you have a room available and can serve a medium-priced dinner to the club members and guests on that date. If so, will you please send me two or three sample menus and prices.

The club will take care of table decorations and the printing of the program, which will include the menu.

Sincerely yours,

John Steele
John Steele

ACTIVITY 2. Inquiries, Requests, and Reservations

1. By letter request a jewelry company to send a representative so that the committee of which you are chairman can choose a class ring or pin.

2. In a letter to the director of admissions of a college ask what scholarships are open, whether an examination is required, and if so, when the examination is held. Ask for any available printed information on the subject. Ask also what opportunities there are for part-time employment.
3. Write to your principal or dean requesting permission to take a final examination several days before it is scheduled. Give an excellent reason.
4. You and a friend plan to attend a convention in a nearby city. Write to a hotel there for reservations. Supply necessary details.
5. Your drama group plans to present a scene from a modern play on a local radio program. Request permission from the publisher to broadcast the scene.

CLAIM LETTER

1. Make clear exactly why the goods are not satisfactory or what the error is.
2. Include all helpful details like dates, prices, sizes, trade names, or identifying numbers.
3. Explain the adjustment you expect. Be fair. Don't make unreasonable demands or expect the impossible.
4. Be courteous and brief. Do not growl or threaten. Assume that the firm is fair and corrects gladly any errors its employees make.
5. If you have found the company's service efficient in the past, you may mention this fact in closing.

Box 282
Shreveport 83, Louisiana
December 3, 19--

The Handicraft Shop
914 Capitol Street
Richmond 19, Virginia

Gentlemen:

On November 3 I ordered six large white linen handkerchiefs, No. 352, with the initial S to be monogrammed in white. I chose monogram style C, pictured in your Christmas catalog.

In a package delivered today were twelve linen handkerchiefs with a maroon border and maroon initial, monogrammed in a different style from the one I specified. Apparently there has been an interchange of addresses.

By insured parcel post I am returning today the incorrect order. Will you please send me the handkerchiefs ordered. The handkerchiefs will be a Christmas gift. If you cannot guarantee delivery before December 21, please cancel my order and return my check for \$6.50.

Sincerely yours,

James Lee
James Lee

ACTIVITY 3. Writing Claim Letters

1. A magazine subscription purchased by you as a Christmas gift to a friend has apparently gone astray. Supply necessary details.
2. On your latest bill from a department store where you have a charge account, you were not credited with a payment of \$13.69 made a month ago. Write a letter calling attention to the mistake and asking for a corrected bill.
3. You have just received a badminton set from Keen's Sporting Goods, 20 Somerset Street, Boston 8, Massachusetts. Two strings of one racket are broken. The strings of another racket are loose. Write a letter asking for an adjustment.
4. Before you went on a two weeks' vacation you asked your local newspaper to stop delivery of the daily paper for the time you would be gone. When you came back you found twelve folded papers on your porch. In a letter explain why you are not paying for the delivered papers.

LETTER OF APPLICATION

Why do many "Help Wanted" advertisements call for written applications? A broker who advertised for an office assistant received seven hundred letters from high school graduates. It is obviously easier to go through seven hundred letters and to select the best ones for interviews than to talk to seven hundred people. The broker considered only twenty applicants. Here are some of the reasons for eliminating applicants:

Carelessness — stamp upside down or askew; use of soiled or ruled paper or of lead pencil; a blot; a misspelled word; illegible penmanship; a crossed-out or inserted letter or word; incorrect syllabication; a messy or incomplete erasure; a strike-over or clogged type in a typed letter; capitals out of line; lack of uniform indentation; failure to center the letter on the page; failure to give all the information asked for.

Poor training — an error in grammar or word use; a run-on sentence; awkward English; incorrect folding of the letter; an error in the heading, inside address, complimentary close, or signature.

Poor judgment — being flippant; using slang; begging; boasting; copying a letter of application or writing a stereotyped one; applying for a job for which the applicant is not qualified; failing to stress the particulars in which the applicant is superior to the average.

HOW TO WRITE A GOOD LETTER OF APPLICATION

1. In your first paragraph make clear (1) what position you are applying for and (2) how you know about the opening.

COMMONPLACE: I should like to be considered an applicant for the clerical position you advertised in today's *Tribune*.

GOOD: Your advertisement in this morning's *Tribune* states that you are seeking a clerk-assistant, good at figures, who can type and answer the telephone. Here are my qualifications.

2. Give all the information the employer would like to have. Cover every point in the advertisement. Include age, experience, references, request for interview, and telephone number.

3. Tabulate the names and complete addresses of former employers and other references.

4. Do not mention salary unless the advertisement reads "State salary desired."

5. Create an interest in yourself. The employer is looking for skill, energy, and trustworthiness.

6. Use good judgment and common sense. Reword blunt, curt statements. Be specific. Use your best English.

DON'T SAY

I haven't had any experience.

I know I can fill the job.

Please get in touch with me at once.

a position of secretary
make an application
your ad in the *Journal*
For reference I refer you to

I worked in an office last summer.

I graduated Benjamin Franklin High
School
enclosed please find

SAY

I am eager to learn all I can about purchase orders.

My training and experience have been directed toward a job like this.

Will you call me — Plaza 9-1964 — for an interview?

a position as secretary

apply

your advertisement in the *Journal*
For further information I have permission to refer you to

Last summer I worked in the billing department of F. T. Baker and Company.

I graduated from Benjamin Franklin High School

enclosed is *or* I am enclosing

7. Don't forget to sign your letter.

STENO-Typist, general office work.
Relieve switchboard. Dependable, neat.
Bright beginner considered. 5 days.
American Textile Company, 89 Bway.

ACTIVITY 4. Writing Letters of Application

1. From a daily newspaper clip a Help Wanted advertisement that interests you. Apply for the position. Paste the clipped advertisement at the top of your letter.
2. Write an unsolicited letter of application to a firm for which you would like to work. If you know there is an opening, tell how you acquired this information.

1875 Putnam Avenue
Brooklyn 27, New York
June 25, 19--

The American Textile Company
89 Broadway
New York 18, New York

Gentlemen:

Upon reading in today's New York Times your advertisement for a stenographer-typist, I immediately decided that this is the job I have been looking for since graduation -- a job that will give me experience in all kinds of office work.

Here are my qualifications:

Age: 18

Experience: Summer of 19--. Stenographer and typist for Wellington Sears Company. Supervisor: Mrs. Catherine Stevens.

School years 19-- - 19--. Student secretary to Mr. John Foerster, head of Secretarial Department, Richmond Hill High School.

Education: 19-- graduate of Richmond Hill High School, ranking in the upper third of the class. Enrolled in the General Course. I elected as many commercial subjects as possible: typewriting, shorthand, office machines, and business English. I can take dictation at 120 words a minute, type from plain copy at 55 words a minute, cut accurate stencils, and run a mimeograph efficiently. I can operate, although my practice has been limited, a dictaphone, an adding machine, an electric typewriter, and a switchboard.

References: The following people said they would be glad to tell you about my ability and character traits like neatness and dependability. Miss Prager is the director of the young people's group of my church.

Mrs. Catherine Stevens
Wellington Sears Company
65 Worth Street
New York 13, New York

Miss Louise Prager
1880 Cypress Avenue
Brooklyn 27, New York

Mr. John Foerster
Head of Secretarial Department
Richmond Hill High School
Richmond Hill 18, New York

I shall be glad to come for an interview at any time convenient for you. Will you call me at HEgeman 3-4754?

Sincerely yours,

Irma Kaltenbach
Miss Irma Kaltenbach

3. Apply for one of the following positions:

Help Wanted — Female	Help Wanted — Male
ASST. BKPR-STENO General office work; good sal & oppty. RUBIN LEVINE & CO. 70 W 39 ST.	ASST SHIPPING CLERK Some experience. Good handwriting; \$35 per week, 40 hours. Some overtime. KK500 Times.
BANK trainees. Promising future for young women to train for tellers' positions in midtown savings bank. No experience required. All employee benefits, including lunches. Liberal starting salary, depending upon business experience, if any, and rapid advancement as training progresses. Write NN665 Times, giving full particulars.	BOY for farm, interested in natural health foods. State wage and accommodation required, etc. J. Honig, Box 1493T. Wilmington, Del.
CLERICAL assistant, good handwriting, good at figures; sportswear; \$35 to start plus overtime. Write full particulars. KK263 Times.	CLERICAL assistant for clerical work in Wall St. house, good at figures, \$40. 40 hours. W1002 Times Downtown.
CLERK, knowledge of typing for newspaper; 5-day week; opportunity for advancement; salary \$37.50 per week. Room 12, 63 Park Row.	PHOTOGRAPHER. Apprentice in commercial studio. Advanced amateur preferred. State age, salary. G233 Times.
OFFICE assistant, for fashion advertising agency, filing, clerical work, typing, good at figures; write full particulars, state salary. Y6566 Times.	PRINTING, yng man familiar with printing office routine, handle telephone and other detail. Oppty sales or production. Write particulars. Box 891T, 217 7 Ave.
STENOGRAPHER, small office will consider beginner for light stenography and general office work, 5 days. KK229 Times.	STOCKROOM ASSISTANT Young man, fill orders, keep stock in condition, etc. Large book firm, 5 days, 40 hours. State age, experience, and salary. SL690 Times.
TYPIST-CLERK, 5 DAYS Accurate, rapid. Correspondence, reports. Knowl stencil-cutting. No steno. Keep orderly files & records. Oppty adveem't. French Hospital, 330 W 30th St. Mr. Fay.	YOUNG man, high school graduate, must have good grades in mathematics; good opportunity, wholesale drugs. Reply in own handwriting giving full particulars. Y6182 Times.
YOUNG LADY, 17-19 Exp not necessary; work in offices of old-established mercantile house; 40-hour 5-day week; state age, salary expected. G223 Times.	YOUNG man; part-time, morning or afternoon. Packing & general usefulness in mercantile concern. State age & hours available. 95c hour. KK139 Times.
	CLERK TYPIST Young, liking for figures, 5 days. Salary open. State full particulars & telephone number. H 266 Herald Tribune.

4

WRITING SOCIAL LETTERS

The only way to keep distant friends is to write letters. If you go away yourself, you will appreciate hearing from home. You will find that the more frequently you write to a person, the more you will have to tell him.

STATIONERY, INK, MARGINS

1. White, unruled stationery is always correct. You may choose pale gray, tan, or blue paper, perhaps with your monogram or a gay border. Correspondence cards are suitable for short notes.
2. Write neatly and legibly in black or blue-black ink.
3. Leave a margin of at least a half inch at the left of the page.
4. Write the pages of a long letter in the order 1, 2, 3, 4, as in a book. For a short letter use pages 1 and 3.

LETTER FORM

1. Use the same style in the letter and on the envelope. The letter on page 42 is in the indented style. The block style is preferred for typewritten letters.
2. Always include the date. Do not omit your address unless you are sure that the person to whom you are writing knows it.
3. Use a comma after the salutation. Capitalize the first word and all nouns.
4. Correct salutations are:

<i>Dear Peter,</i>	<i>Dear Mr. Reeves,</i>	<i>My dear Molly,</i>
<i>Dear Aunt Helen,</i>	<i>Dear Dad,</i>	<i>Dearest Mother,</i>
5. Capitalize only the first word in a complimentary close. Place a comma at the end.
6. Correct complimentary closes are:

<i>Sincerely yours,</i>	<i>Affectionately yours,</i>	<i>Your loving sister,</i>
<i>Your devoted friend,</i>	<i>Cordially yours,</i>	<i>Love,</i>
7. Write your name and address in the upper left corner of the envelope to ensure the return of the letter if it does not reach the addressee.

CHATTY, NEWSY LETTER

Beginning. Start with a catchy sentence.

GOOD: The best should be saved till last, but I can't wait. I have a job!

INSULTING: I haven't anything else to do, so I thought I'd write you.

DULL: I received your letter. It was good to hear from you.

Style. Write the way you talk. Use contractions. Say your friend's name as you would in conversation. Be original. Don't affect the grand manner or force your humor.

GOOD: Well, Jim, I'm glad you have a new car. I showed my Navy cousin the picture of your old one. He said you should hoist up the Dog (the signal letter D) flag. That means "Steer clear of me. I am maneuvering with difficulty."

FORCED, UNORIGINAL: So your old buggy has gone the way of all flesh — I mean car flesh. Ha! Ha! That old wreck certainly looked like an accident going somewhere to happen.

Content. Think of your friend and tell him what he would like to know. Answer his questions. Don't tell him your troubles unless you can make a good story out of them. Write entertainingly about two, three, or four topics instead of outlining skimpily everything you have done, seen, heard, read, and thought since your last letter.

GOOD: My dad left his truck up in the country this summer, and I made good use of it as a taxi. The people who were staying at the same farm hired me to take them to the beach, the movies, and other places of interest. I collected enough in fares to keep the truck in good condition, buy gas, and have money for my own use. Business was booming until . . .

OUTLINE: Last night I went to the club with Annabelle. Are you still in the club you joined last year? My little sister has the measles. I hope I don't get them again. Next week is Homecoming.

Never write in anger. Don't be sarcastic unless you are sure the person you are writing to will know what you mean.

Ending. Just stop, gracefully if you can. No excuse is necessary.

GOOD: What a disjointed letter this is! But if I didn't write, how would I be sure to hear from you again?

POOR: I don't have anything else to say, so I'll close now.

Boy-Girl Etiquette. The boy writes first. Unless you are engaged, don't write extravagantly affectionate letters. Sentimental letters may defeat your purpose, and if your interest cools, you may be embarrassed later.

A Letter Home. If you are away — going to school, working, or just visiting — write your parents frequently. Save them as much worry

as possible. Don't complain too strenuously. Satisfy them that you are well fed, in good spirits, in good health, with interesting people.

3316 Jennings Street
Hawaii City, 18, Samoa
October 25, 19—

Dear Uncle Charley,

You asked the question that Rod and I have been trying to answer for some time — "What are we going to do with ourselves?" You probably added under your breath "if anything." I'll bring you up to date.

Rod, first. As you know for the last year he has been interested most in drumming. He has progressed from banging on the dining room chairs with some old pool cues to playing the drums in a real orchestra. Joe Young's five-piece orchestra even appeared on a local radio program last week, and there is no shortage of engagements. But Rod still doesn't know whether to make drumming his vocation.

Now me. I've decided to major in English and take all the business courses I can fit in. I still want to write, but I know I won't be able to sit down, dash off a first novel, and then how to immediate applause. So I'm writing in an advertising company. I have a part-time job now, working for Miss Collins, my old English and speech teacher, who has opened a library and gift shop. I work every evening from 6:30 until 8:00 and all Saturday afternoon. I'm learning a lot about salesmanship, and I'm also reading some good books.

Well, Uncle Charley, what do you think of your young relatives? Why don't you come see us Thanksgiving and bring along some advice?

Your loving niece,
Barbara

ACTIVITY 1. Writing a Friendly Letter

To a friend or relative write a chatty, newsy letter. Before mailing the letter make a copy of it to hand to your English teacher.

Barbara Tobey
3316 Gunning Street
Spring City, 18, Iowa



Mr. Charles H. Tobey
170 East Tremont Street
Elmhurst
Illinois

LETTERS YOU MUST WRITE

These situations call for friendly letters:

1. Have you received a gift? Write promptly a note of thanks. Tell specifically why the gift pleases you.
2. Have you returned from a week end away from home? Within a day or two write your hostess a bread-and-butter letter.
3. Has a friend or relative won a prize, championship, or medal, or been promoted? Write a note of congratulation.
4. Is one of your friends sick? Write a note of good cheer.
5. Has someone done you a favor? Write a note of appreciation.
6. Have you received an invitation to a party or club meeting? Write promptly a note of acceptance or regret.
7. Has one of your friends lost someone dear to him? Write a letter of sympathy.
8. Have you been impatient, forgetful, thoughtless, rude, unkind? Write a note of apology.
9. Has one of your friends or relatives recently joined the armed forces? Write him a friendly, newsy letter.
10. Has someone written you a note of congratulation? Write to thank him for his good wishes.

INFORMAL NOTES

Three guides for all informal notes are: (1) Be sincere; (2) Be definite; and (3) Don't be trite. Make your notes brief, interesting, conversational.

In an informal note the heading may be omitted and the address and day or date placed at the end of the letter at the left margin.
See page 45.

INVITATION

Include in an invitation:

1. Exact information about the occasion, date, time, and place.
2. A hope that your friend will accept.
3. A time limit if you have one. Time limits are not only correct; from the guest's point of view they are highly desirable.
4. Any directions necessary to help your friend to get to your home or to the appointed meeting place. Enclose a diagram unless your explanation is unmistakably clear.

444 Central Park West
New York 25, New York
April 27, 19—

Dear Betty,

Are you planning to come to New York for the camp reunion?

Mother has volunteered to take us to dinner and send us to the theater afterward. I'm asking Mary Alice too. Then you can both spend the night with me. Sunday, if the weather is willing, we'll go riding before church. After dinner we'll put you on an early train back. Please say Yes.

If you've seen any New York shows, tell me right away — before Mother gets tickets.

I can hardly wait to see you and Mary Alice again. Remember: Saturday, May 25, at 1:15 at the Biltmore.

Hopefully,
Connie

ACCEPTANCE

Include:

1. An expression of pleasure at being invited, including an enthusiastic word or two about the program your friend has planned.
2. A definite yes. Rather than accept an invitation tentatively, decline it.
3. A restatement of the date, time, and place.

Dear Connie,

Of course I'm going to the Arcadia reunion at the Biltmore on May 25.

Yes, I can spend the rest of the week end with you. I hope Mary Alice can come too. And I'm thrilled at going to the theater. I haven't seen any of the Broadway shows. Your mother is wonderful.

Wait till you see the pictures of us on the Rangleley trip. Cheer up — no one will recognize you. I'm going to run the projector at the reunion.

Gratefully,
Betty

West Shore Road
May second

Above all, be prompt in accepting (or declining) an invitation. If you are not sure that you will be able to accept, send in your regrets quickly so that your hostess may be able to revise her plans.

REGRET

Include:

1. An expression of gratitude for the invitation
2. Regret at being unable to accept
3. A good reason for refusal
4. A hope to see your friend soon

981 92imball Avenue
Bronxville, New York
May 1, 19 —

Dear Connie,

It sounds like a wonderful week end and I thank you for including me, but I can't go.

I'm out of school Memorial Day week, and we're leaving the evening of May 24 to visit Mother's folks in Quebec. I've never been to Canada, but I think I'd rather see you and Betty in New York.

Maybe we can get together after school is out in June.

Regretfully,
Mary Alice

ACTIVITY 2. Writing Letters of Invitation, Acceptance, and Regret

1. Invite a friend to go with you to a motion picture, to an open meeting of a club to which you belong, to a basketball game or swimming meet, or

- on an excursion or hike. Be definite about time and place and give sufficient details to make the activity sound attractive.
2. Write an acceptance of one of the invitations suggested in number 1. In answer to another invitation send your regrets.
 3. Invite a friend for a week-end visit. Write his acceptance or regrets.

BREAD-AND-BUTTER LETTER

1. Write the day you reach home or the next one.
2. Write to your friend's mother, your hostess.

R. F. D. 1

Malta Bend, Missouri

July 1, 19—

Dear Mrs Haskins,

When Mel found out I had seen nothing in Chicago but Union Station, he said I had to stay a few days before I went back home. He told me not to worry about your reception of a stranger, and I certainly didn't have to.

What with sight-seeing and baseball and spending more of my hard-earned camp money than I probably should have spent, I didn't see much of you, but I did appreciate the snacks always waiting in the refrigerator for Mel and me.

Chicago is certainly different from camp in the north woods or a Missouri farm. I really had a good time.

Mother thanks you, too, for keeping her country boy out of the clutches of city slickers.

Sincerely yours,
Charles Gauldin

ACTIVITY 4. Speaking and Listening

Speak on one of the following subjects. Hand in your outline before the speech. Enunciate distinctly, pronounce every word correctly, and use your best voice.

To test ability to listen and remember your teacher will, after the speeches, call on pupils to retell what the speakers said or will give a listening test based on what they said.

1. My favorite newspaper, magazine, or book.
2. My favorite television or radio actor.
3. A person who succeeded in spite of a handicap or hardships.
4. An American hero.
5. My favorite hero or heroine of fiction.
6. Keeping livestock healthy.
7. A recent invention or scientific discovery.
8. A recent advance in farming methods.
9. Military training in the United States.
10. How students can improve their grades.
11. Classroom morals.
12. College or a job?
13. The most unforgettable character I've met.
14. A needed educational reform.
15. Are too many young people going to college?
16. Gambling.
17. Juvenile delinquency.
18. The sale of narcotics to youths.
19. The latest development in airplanes.
20. Movies and morals.

ACTIVITY 5. Speaking Impromptu

The following one-word topics will be written on slips of paper. When it is your turn to speak, draw two slips. Select one of these. With no more time than it takes to walk to the front of the room, collect your thoughts and start talking on whatever your topic suggests to you. Just take a deep breath and talk. Thirty seconds to one minute will probably be long enough for you, perhaps for the class as well. Everybody will be in the same boat — no preparation.

birds	ears	laughter	picnics	shoes
breakfast	fashions	libraries	practicing	sleep
buses	fireplaces	mice	procrastination	soap
cleaning	gossip	moods	quarrels	speed
clocks	habits	movies	relaxation	telephones
dancing	hairdos	neighbors	Saturday	thunder
desserts	hands	noses	selfishness	voices

GROUP DISCUSSION

One of the earmarks of a democracy is the free interchange of ideas. To take an intelligent part in a discussion on any subject — from the Phillies' chances of winning the National League pennant to the pros and cons of socialism — you must be able to think straight and back up your statements with facts or authoritative opinions. Through group discussion you will learn to give and take, to win or lose gracefully, to be tolerant and broad-minded, to be critical of your own thinking as well as of the thinking of others.

PREPARING FOR GROUP DISCUSSION

Choosing a Subject. A good subject for discussion should meet these tests:

Is it interesting?

Is it challenging enough to cause a good argument and bring out differences of opinion?

Is it worth while?

Is it within the understanding and ability of the speakers and listeners?

Gathering Material. First find out what you know and believe about your subject. Jot down all your ideas on a piece of paper and look at them. Then talk with others about the topic, and if it is a subject about which articles have been written, search in the library. Consult the encyclopedias, the card catalog, the *World Almanac*, and the *Readers' Guide* (pages 52-54). Reject material which is not on the topic. Prepare to give examples, facts, and the opinions of authorities to support your statements. Avoid such meaningless phrases as "statistics prove" (what statistics?), "authorities agree" (what authorities?), "an eminent authority says" (who?).

Organizing Your Knowledge. Now that your ideas and facts are clear in your mind, arrange them in a sensible order by writing an outline. (See pages 14-19 for help.) To avoid awkward pauses, keep your main points in mind during the discussion.

GUIDES FOR GROUP DISCUSSION

1. Take an active part in the discussion. Do more than nod your head in I-think-so-too agreement, but don't monopolize the discussion. Encourage other students to express their ideas.

2. Think straight to logical conclusions.

3. Speak clearly, sincerely, convincingly. Do not mumble or orate.

4. Show self-control and courtesy. Assume that everyone is trying

to arrive at the truth; don't take an I-know-I'm-right attitude.

5. Give facts or the opinions of authorities on the subject to support your statements. Quote authorities accurately.

6. Draw from your own experience to support your statements.

7. Stick to the subject. When you speak, concentrate ordinarily on one or two points.

8. While you are speaking, watch your audience for signs of boredom or inattention. Keep your audience thinking along with you.

9. Listen thoughtfully. When you speak relate your remarks to what others have said. Once you fall behind, you may be afraid to

repeat what has been said.

10. Be alert to detect weak arguments or errors in fact, but don't misrepresent what another speaker says.

11. Do not interrupt a speaker.

12. Show sportsmanship in accepting the decision of the group.

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birds	ears	laughter	picnics	shoes
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buses	fireplaces	mice	procrastination	soap
cleaning	gossip	moods	quarrels	speed
clocks	habits	movies	relaxation	telephones
dancing	hairdos	neighbors	Saturday	thunder
desserts	hands	noses	selfishness	voices

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10. Be alert to detect weak arguments or errors in fact, but don't misrepresent what another speaker says.
11. Do not interrupt a speaker.
12. Show sportsmanship in accepting the decision of the group.

DUTIES OF THE DISCUSSION LEADER

A discussion leader has six duties:

1. To start the discussion. State the question for discussion, explain how it has arisen, mention the main points to be discussed.
2. To keep the discussion on the subject.
3. To give everybody a chance to express his ideas.
4. To keep the discussion peaceful.
5. To keep the discussion moving forward — for example, by asking questions which reveal new aspects of the problem.
6. To summarize points made by the speakers and to state any conclusions reached by the group.

ACTIVITY 6. Participating in a Discussion

Choose a discussion leader and prepare to take an active part in the discussion of one or more of the following topics. Make your contribution clear, pointed, interesting, convincing. Listen alertly and understandingly to every speaker.

1. Do motion pictures give foreigners a true picture of American life?
2. How can a young person gain an understanding of other races and religions?
3. Are comic books harmful to young people?
4. What constitutes success? What view of success is fostered by modern advertising? Is it a valid one?
5. Is chivalry dead? Should it be?
6. Does a liberal arts education prepare a person for life in an industrialized society?
7. How can a private citizen work for better government?
8. What can a young person do to develop self-confidence and social poise?
9. Of what value are extracurricular activities in high school and college?
10. Is there too much emphasis on athletics in some high schools and colleges?
11. Should examinations be abolished?
12. What do I want out of life?
13. Good manners in public.
14. Sensible eating habits.
15. Strikes.
16. Friendship.
17. Smoking, drinking, and necking.
18. Planning a wardrobe.
19. Causes of failure in high school and college.
20. The profitable use of leisure.



7

THE TERM PAPER

Most research projects call for careful investigation and study of many library sources. This chapter provides a time- and effort-saving system. Once you learn the system you can use it for any research paper.

CHOOSING A SUBJECT

1. Pick a subject that demands library research. After all, the purpose of the term paper is to train you in the use of library materials. But if you can brighten your report or make it more meaningful with information secured from interviews, from pamphlets or booklets you write for, or from your own observation and experience, by all means do so. For example, to supplement the information you find in books and articles for a paper on "Operation Ragweed," find out what your own community is doing to get rid of this menace to hay fever sufferers and perhaps go on a ragweed-spraying expedition. To supplement what you find in the library about the career of an airline stewardess, try to arrange an interview with one.
2. Be practical. Pick a subject the library has information on.
3. Pick a subject you can handle. You won't be able to explain what you can't understand yourself.
4. Pick a subject you are already interested in or one you would like to know something about.
5. Pick a subject narrow enough to be handled adequately. See pages 12-13.

ACTIVITY 1. Selecting a Topic for Your Term Paper

Choose one of the following topics or another on which you would enjoy working. Decide what phase of the topic you will study and narrow the topic accordingly.

1. Air safety
2. Education by television
3. Rhodes scholarships
4. Women in the armed forces
5. ROTC (or NROTC)
6. Our National Guard
7. Hydroponics
8. Atomic energy for peacetime
9. The new country of Israel
10. Lighthouses
11. Farm collectivization in Russia
12. Is our press really free?
13. What the UN has accomplished
14. Health insurance plans
15. American folk songs
16. The teen-age driver
17. Farm subsidies
18. Attempts to climb Mt. Everest
19. Tennessee Valley Authority
20. Cooperative plans in colleges like Antioch
21. City planning
22. Lobbying in Congress
23. Boys Town
24. Camouflage in wartime
25. Infantile paralysis
26. Illegal traffic in narcotics
27. Color television
28. Allergies
29. The Salvation Army
30. The Smithsonian Institution
31. Political cartooning
32. Helicopters
33. Mexican laborers in the United States
34. The United States Foreign Service
35. Censorship of motion pictures
36. Theater-in-the-round
37. The American opera
38. Secondary education in Great Britain
39. Legalized gambling
40. Jazz
41. The newest wonder drug
42. Schools in Russia
43. Thomas Jefferson, inventor
44. Hoover Dam
45. Frozen foods
46. Aptitude tests
47. The FBI
48. Business machines — mechanical brains
49. Alcoholism
50. Equal rights for women

LISTING YOUR SOURCES

Take to the library a fountain pen, 3 × 5 or 4 × 6 inch note cards or slips of paper, paper clips, rubber bands, and a box, folder, or envelope in which to keep everything together.

At the library you will probably begin your search with the *Encyclopaedia Britannica*, the *Encyclopedia Americana*, or another encyclopedia. If you don't find readily the information you want, look up your topic in the index. Follow up cross references in the articles. If they look helpful, copy the titles of books listed in the bibliography at the end of an article.

Next, go to the card catalog and try to locate the books suggested in the encyclopedia and other books on your topic. With the call numbers go to the shelves and examine as many books as possible. A quick glance through the table of contents at the front of each book will help you to estimate its value to you. If it looks promising, use the index at the back of the volume to find the material it contains on your topic.

For up-to-the-minute information consult the *Readers' Guide* (pages 52-54), the pamphlet and clipping file, and the *New York Times Index*, an index to articles which have appeared in the *Times*.

As soon as you find a book, an article, or a booklet which you can use, identify the publication on one of your cards. Write in ink. Put only one entry on a source card. Put down complete information so that you won't have to go back to the library when you wish to give credit for quotations, facts, and theories. In case you may need a book again, jot down the call number on the card. Number each card. You will see why later. Use this form:

SOURCE CARDS FOR A PAPER ON "THE VOICE OF AMERICA"

Book

*R-SB

Thompson, Charles A.H., Overseas Information Service
of the United States Government, The Brookings
Institution, 1948.

Magazine Article

Barnett, Edward W., "Forging a Free World with
a Truth Campaign," Department of State Bulletin,
vol. 23 (July 17, 1950), pp. 103-106.

Encyclopedia Article

"Propaganda," World Book Encyclopedia, 1950,
vol. 13, pp. 6608-6615.

Newspaper Article

New York Times, April 6, 1951, p. 1, col. 2.

ACTIVITY 2. Listing Sources

Find at least five reliable sources of information on your topic and list them on source cards in the form illustrated on this page. If you find that your library hasn't adequate material on your topic or that all of the books are out, try another library — the main public library or a branch library. If it lacks adequate material, choose another subject.

TAKING NOTES

If you read first, without taking notes, a general account of your subject in an encyclopedia, you will have some idea for a possible organization of your paper and some idea about what material you will find valuable and what useless.

When you do find valuable material — striking facts, statistics, quotations — take notes. Take plenty of them. Don't trust your memory.

1. Use 3 × 5 or 4 × 6 inch cards or sheets of paper. Put only one note on a card.

2. Write on only one side.
3. Place the topic in the upper left corner. As you take notes and write down topics, a rough outline of your paper will begin to form in your mind.
4. To the right of the topic write the number of your source. This is the number which you assigned to the source when you listed it on a card. See page 69.
5. At the bottom of the card write carefully the page on which you found the material. You will need this information later for your footnotes. See page 74.
6. Skim through the selection. Reread the first paragraph. Don't take notes until you have discovered what you consider the important facts and ideas. Then begin to take notes.
7. Make free use of contractions, the standard abbreviations, abbreviations of your own invention, and mathematical signs such as +, =, -, $\therefore$, >, and <. As a rule, omit articles, connectives, and the verb *to be*.
8. Ordinarily jot down only facts and ideas, not the author's words. When you express ideas in your own language and in abbreviated form, you must be careful not to distort a writer's meaning by the omission of qualifying words and phrases. Copy figures accurately and clearly.
9. When you wish to quote directly a vivid passage or a sentence or paragraph so detailed or so technical that it would be hard to summarize, take down the author's exact words. Enclose the passage in prominent quotation marks, which will remind you the language is not your own. If you use a quotation in your paper, you must give the exact source of the quotation in a footnote. See page 74.
10. By keeping your topic in mind avoid taking notes on material that is off the subject.

EXAMPLE

(Paragraph from "Forging a Free World with a Truth Campaign" by Edward W. Barrett)

The jamming of the Voice is by no means the only evidence of the fear of all the Iron Curtain governments of having their people reached by truthful information. Hungary, Bulgaria, Czechoslovakia, and Communist China have adopted oppressive tactics to prevent people from listening to our broadcasts, such as heavy fines, imprisonment, and confiscation of the radios of those caught listening. For an extreme example, on April 22, 1950, a Hungarian court at Gyor sentenced Agoston Rohring, Jr., to death on charges of hiding arms and of listening — in the words of the court — "to the United States imperialistic radio which incites to war." Nevertheless, a Hungarian-born United States citizen, who returned March 27 from a visit in Hungary, said he did not speak with anyone who did not eagerly await the daily VOA broadcast, despite the severe punishment he would face if detected.

Penalties for Listening to Voice

(5)

Hung., Bulg., Czech., China — fines, prison,
radio confiscated.

April 22, 1950 (Hung.) Court sentenced Agoston Polring Jr
to death. Charges: Hiding arms & listening "to
the United States imperialistic radio which
incites to war."

Yet U.S. citizen back March 27 from Hung. reported
everyone he spoke to looked forward to daily
broadcasts.

p. 105

The figure 5 is the number of the source card for the article "Forging
a Free World with a Truth Campaign." See page 69.

ACTIVITY 3. Taking Notes

Take accurate, usable notes on the sources you have located in the
library and on other material valuable for your report. In your folder,
envelope, or box keep your notes together, arranged alphabetically by
subject matter.

ORGANIZING YOUR MATERIAL

Read each note card and place it in one of two piles: (1) important
facts, ideas, topics, and relevant figures, details, quotations, and illus-
trations; (2) irrelevant and unimportant information. Discard pile 2.
Arrange pile 1 in the order you want your report to read. Decide where
each point may be most effectively presented. Don't be afraid to change
your mind. All you have to do at this stage is lift a note card and put
it down in another place. You will usually find it easy to organize your
material if you take leisurely notes, title each note card, and limit each
note card to its subject.

You are now ready to make an outline for your report. If you have
arranged your note cards logically, the outline almost writes itself.
The titles of important notes become main topics and subtopics in your
outline. See "How to Outline," pages 14-19.

ACTIVITY 4. Outlining Your Report

Write the outline of the report for which you have gathered material
and hand it in with your note cards for checking.

EXAMPLE

THE VOICE OF AMERICA

- I. What the Voice is
 - A. Purpose of the Voice
 - B. Network facilities
 1. Transmitters in the United States
 2. Cooperation of foreign networks
 3. Ship-mounted transmitters
 - C. Languages
- II. What the Voice says
 - A. Emphasis on counterpropaganda
 - B. Methods of counterpropaganda
 1. Talks and dramatizations
 2. Comments added to news broadcasts
 - C. Other programs
- III. Who hears the Voice
 - A. Estimates of number of listeners
 - B. Evidence of letters to the Voice
 - C. Evidence of actions taken against the Voice
 1. Penalties for listening to the Voice
 2. Jamming by Russia and countermeasures
- IV. What the Voice costs and why
- V. What the Voice needs — various opinions

WRITING THE FIRST DRAFT

Have your outline in front of you and your note cards, arranged in the order of your outline, handy. Boldly write your first sentence. You may change it later or cross it out, but it is important to put something down on paper immediately. Have plenty of paper. Leave every other line blank. You will need this space later for revision. Some people work better by writing slowly, revising as they write, sometimes working a sentence over four or five times before going on to the next sentence. But most people find it best to write as fast as possible, without paying much attention to anything except getting their ideas down on paper.

Follow your outline. Change it if you see a way to improve it. When you wish to include a long quotation or a set of statistics from one of your authorities, don't laboriously copy your note card. Simply clip the note card to the rough draft and go on with your paper. If a later part of your report comes clear in your mind before you have reached the section, take time to put down what you are thinking; otherwise you may miss your best writing. Then go back to your outline. Write as simply and clearly as you can. Compare, illustrate, explain, prove, give specific instances, develop. Whenever you include material you will have to credit in a footnote, write down the number

of the source card and the page of the reference. Save worrying about footnote form until you have revised your paper.

ACTIVITY 5. Writing the First Draft

Write the first draft of the report for which you have been preparing. Give definite facts, examples, and illustrations. Indicate where footnotes will be required.

REVISING

In writing your report you concentrated on getting all your facts down on paper or indicating where they belonged. Now you are ready to fill in the gaps and polish this rough copy. Read your report critically several times. Pay particular attention to your introduction (pages 19-20). In a long report it must not only attract the reader's attention but make clear to him the general plan of the paper. Be sure you have given credit for all borrowed material. As you revise your report, keep in mind the suggestions on pages 21-22.

EXAMPLE OF REVISION

THE VOICE OF AMERICA

The network is the Voice of America. It operates under the Office of International Information of the State Department. Its purpose under ~~On January 27, 1948, President Truman approved the~~

United States Information and Educational Exchange Act of 1948. ~~Its purpose was~~ ^{is} "to promote a better understanding of the United States in other countries." (1, p. 1) ~~Under~~

~~this act the Voice of America operates~~ ^{It One radio network each day} ~~It sends out~~ ³⁷
news, news analyses, features, and music. Over its air waves ^{sings}
hours and 55 minutes of ~~broadcasting a day~~ ^{Jo Stafford,}
Stars ^{the} ~~starring in a current~~ Broadway play, and ^{Darkest at Noon}
Claude Rains, ~~conducts~~ ^{and} the NBC Symphony Orchestra. ~~have ap~~ ^{You have}
Arturo Toscanini ~~and the NBC Symphony Orchestra~~
probably never heard one of its programs.
~~peared on its programs~~

ACTIVITY 6. Revising Your Report

Following the preceding suggestions and the tips on pages 19-22, revise your report. After one revision read your paper again and, if necessary, revise again. Read the paper aloud to check the smoothness of the sentences and the transitions. Profit by the criticisms of anyone who will read your report or listen to it.

FOOTNOTES

You do not have to give credit for facts that are common knowledge or for accepted ideas.

Give credit for:

1. Material quoted verbatim
2. Material only slightly reworded
3. Ideas and opinions definitely borrowed
4. Facts and figures which may be questioned

Wherever there is anything in your paper which might cause a reader to ask "How do you know?" or "Who says so?" insert a footnote. Place a number after the borrowed material and give the source in a footnote at the bottom of the page. If you are referring to a book for the first time, include the author, title of book, publisher, date of publication, volume, and page numbers.

Charles A. H. Thompson, *Overseas Information Service of the United States Government*, The Brookings Institution, 1948, p. 1.

A footnote for a magazine article should mention the author, the title of the article, the magazine, the date, and the page number.

Foy D. Kohler, "What the Voice of America Does," *Department of State Bulletin*, vol. 23 (December 4, 1950), p. 897.

A footnote for a newspaper article gives the name of the newspaper, the date, the page number, and the column number.

New York Times, April 6, 1951, p. 1, col. 2.

An additional quotation from a book or article already referred to can be acknowledged in this way:

Kohler, *op. cit.*, p. 898.

Op. cit. (opere citato) means "in the previously mentioned book or article by this author." If the author of the article to which you are referring is anonymous, you cannot use *op. cit.* See footnotes 4 and 5 on page 77.

Ibid. (ibidem, meaning "in the same place") is used in referring again to the work mentioned in the footnote immediately preceding.

Ibid., p. 22.

You may number your footnotes consecutively throughout your report or begin again with number 1 on each page.

BIBLIOGRAPHY

A research report includes a bibliography — a list of books, encyclopedias, magazines, pamphlets, and newspapers consulted. A bibliography is valuable in supporting statements which may be questioned and in directing your reader to further information on the subject. A worth-while bibliography has complete and accurate information: author, title, volume, publisher, date, page.

ACTIVITY 7. Preparing a Bibliography

Alphabetize your source cards. Copy them, omitting the call numbers of books, on a separate sheet of paper to hand in with your report. Check the form with the bibliography on page 78.

FINAL DRAFT

See pages 299–300 for directions for preparing a manuscript.

ACTIVITY 8. Completing the Report

After thoroughly revising your report, type it or copy it accurately and plainly without blots and with a minimum of erasures. Proofread carefully, correcting any errors in copying. Remember to leave room for your footnotes at the bottom of the page. Retype pages when necessary. Hand in a correct and attractive-looking paper. Include your outline and bibliography.

The Voice of America

One radio network sends out each day 37 hours and 55 minutes of news, news analyses, features, and music. Over its air waves Jo Stafford sings, Claude Rains stars in the Broadway play *Darkness at Noon*, and Arturo Toscanini conducts the NBC Symphony Orchestra. You have probably never heard one of its programs. The network is the Voice of America. It operates under the Office of International Information of the State Department. Its purpose under the United States Information and Educational Exchange Act of 1948 is "to promote a better understanding of the United States in other countries."¹

Thirty-eight short-wave transmitters in the United States send direct to these "other countries" or feed relay stations in England, Germany, Tangier, Greece, Hawaii, and the Philippines. The British Broadcasting Company (BBC), the French government network, and the Red-White-Red network of Austria cooperate with the Voice of America. Local stations in fifty countries carry the broadcasts. In July 1951 Operation Vagabond — the use of a

¹ Charles A. H. Thompson, *Overseas Information Service of the United States Government*, The Brookings Institution, 1948, p. 1.

powerful radio transmitter mounted on a fast ocean-going freighter — began. Its advantage is mobility. At one time it can help the propaganda effort in Korea and at another try to get the American message to Russia.¹

The Voice of America broadcasts in thirty languages and dialects. A thirty-minute broadcast on Sunday, April 15, 1951, inaugurated a program in Hebrew, the most recent language addition. Other recent innovations are programs to Portugal in Portuguese and programs to China in the Swatow dialect.

The Voice of America believes that the best way to promote an understanding of America is to counter Russian propaganda. In dramatizations and in talks the Voice of America attacks the Russian ideas of "class culture," forced labor, and secret police. One very effective series of programs is "Where Are They Now?" The question is directed at men who thought they could get along with the Communists. Here is a sample:

VOICE OF JAN MASARYK. I am convinced that if the Western democracies stick to the old rule, live and let live, no insurmountable difficulties will be encountered in this direction.

(Then the narrator lists Communist encroachments — the dismissal of the faculty of Charles University, the firing upon students by the Red police, the control of all newspapers by the Communist Minister of Information, the taking over of all the schools by the Communists, finally the control of all Czechoslovakia by the Communists.)

VOICE OF JAN MASARYK (*after each announcement*). Live and let live.

A VOICE. Where is he now? Where is Jan Masaryk?

NARRATOR. Dead. By his own hand.²

Another counterpropaganda device consists of comments, or "shirttails," added to news broadcasts. Here is the comment on the news of a Russian peace offensive: "We must ask what sort of peace . . . After all, there is the peace of the graveyard, and we don't want that . . . There is a peace whose price is so high that life may no longer be worth living."³ When the USSR reduced prices, pointing out that prices in the United States were rising, the Voice of America noted that prices in Russia were still five to ten times as high as prices in the United States for the same goods.

Other programs tell about America. On a two-way hookup each Wednesday an average American citizen — a printer or an insurance man — answers the questions of an average Austrian citizen — likewise a printer or an insurance man. A dramatization of the history of the Missouri Valley tells of the modern cities, bridges, and dams, built where buffalo once roamed. Once a week Jo Stafford, the idol of all the foreign youngsters who can't get enough American music, sings, plays records, and talks about the advantages of living in a democracy.⁴

Does the Voice of America accomplish its purpose? Who hears these programs? Foy D. Kohler, chief of the International Broadcasting Division

¹ *New York Times*, April 6, 1951, p. 1, col. 1.

² "The Voice of America: What It Tells the World," *Time*, vol. 22 (May 1, 1950), p. 22.

³ *Ibid.*, p. 22.

⁴ Bill Davidson, "Jo Stafford — Her Songs Upset Joe Stalin," *Collier's*, vol. 127 (April 21, 1951), p. 21.

of the State Department, estimates a potential audience of 300,000,000 and a real audience of 100,000,000. A survey shows that 50 per cent of all residents in Germany are fairly regular listeners. In France there are 4,500,000 listeners, 2,500,000 of them regulars.¹

The best evidence of the success of the Voice of America is the letters it receives — 25,000 a month. Here is an example from Germany.

Having just returned from Russian captivity, I wish to inform you that I have experienced in Russia that your transmissions in Russian language are paid attention to and that the Russians like very much to listen in for them.

Even the officials of the Ministry of National Security occupied in our camps sent off the prisoners of war whom they are trying at 9 o'clock in order to hear the Voice of America. Next day the party men of course assured one another that it was a big twaddle what they had told on the Voice of America — but they heard it every one.²

In countries behind the Iron Curtain, where surveys of listeners and letters from listeners are impossible, the best evidence of the power of the Voice of America is the measures taken to prevent its being heard. Rumania is substituting for receiving sets dialless loudspeakers to which programs are piped from "radiofication stations." But there are still 300,000 radio sets in Rumania, and Rumanians in groups with a posted guard do listen to the Voice of America.³ In Hungary, Bulgaria, Czechoslovakia, and China heavy fines, imprisonment, and confiscation of radios are usual penalties for listening to the Voice of America. On April 22, 1950, a Hungarian court sentenced Agoston Rohring Jr. to death on the charges of hiding arms and listening "to the United States imperialistic radio which incites to war." Yet a United States citizen, returning from a visit in Hungary, reported that everyone he spoke to looked forward to the daily broadcast.⁴

Since 1947 Russia has been jamming the broadcasts of the Voice of America. She is spending more money to drown out the Voice than we spend on our world-wide Voice program. Yet there is evidence that the Voice is getting through. In the Soviet magazine *Novyi Mir* for January 1950 this admission appeared: "The Voice of America" — to millions of Soviet people these words with which the slanderous American radio broadcasts are announced have become synonymous with lying and provocational fictions."⁵

The Voice has a few tricks of its own to combat jamming. Teaming with the BBC, it transmits twenty-four hours a day. It continually changes its frequency. (Of course this makes it difficult for listeners to find the program.) It broadcasts the news in Morse Code, which is very hard to jam. It "cuddles" close beside the frequency used by the Russians so that the Russians cannot jam the broadcast of the Voice without jamming its own broadcast.

On September 22, 1950, the Senate passed a \$79,000,000 emergency appropriation just for the Voice of America. It costs money to build up signal

¹ Foy D. Kohler, "What the Voice of America Does," *Department of State Bulletin*, vol. 23 (December 4, 1950), p. 897.

² Edward W. Barrett, "Forging a Free World with a Truth Campaign," *Department of State Bulletin*, vol. 23 (July 17, 1950), p. 105.

³ "The Voice of America: What It Tells the World," p. 23.

⁴ Barrett, *op. cit.*, p. 105.

⁵ Kohler, *op. cit.*, p. 898.

strength to outshout Russian jamming. It costs money to reach the Far East, where the Voice can now be heard only on expensive sets. It costs money to penetrate the bad atmospherics in Southeast Europe. It costs money to add languages and programs and to build ocean-going transmitters.

Naturally we want to know that the cost is justified. The Voice of America has its critics. *Time* magazine suggests that it needs "better writing, sharper thinking, and plenty of blue pencils to cut the dull speeches."¹ William W. Wells says that the Voice of America will not sound clear in another nation until it "broadcasts the voice of that nation's majority, with an understanding of their needs and aspirations."² David Sarnoff thinks that a major fault of the Voice of America is our own lack of foreign policy — that the Voice cannot explain our foreign policy until we have one.³ Edward W. Barrett, the Assistant Secretary of State for Public Affairs, believes that we should do more: ". . . that the Voice should speak in every important language of the world and reach loud and clear to every radio receiving set in the world. That decision of course is up to the American people and their representatives in Congress."⁴

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¹ "The Voice of America: What It Tells the World," p. 23.

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³ "General Sarnoff Meets the Press," *American Mercury*, vol. 71 (October, 1950), p. 417.

⁴ Edward W. Barrett, "U.S. Informational Aims in the Cold War," *Department of State Bulletin*, vol. 22 (June 19, 1950), p. 993.

8

THE PARTS OF THE SENTENCE

To profit from your English teacher's criticism of your speaking and writing you must understand the grammatical terms used in referring to parts of the sentence. The following is a test on the structure of the English sentence.

TEST 1A (Diagnostic). *Parts of the Simple Sentence*

Copy the italicized words in a column and number them 1 to 25. Then, using the abbreviations given below, indicate how each word is used in its sentence. Write the abbreviations in a column to the right of the words.

s.s. — simple subject
v. — verb
p.a. — predicate adjective
p.n. — predicate nominative
d.o. — direct object

o.p. — object of preposition
i.o. — indirect object
ap. — appositive
n.a. — nominative of address
a.o. — adverbial objective

1. *Who* left this package, *Jerry*?
2. The Siberian reindeer may become the *basis* of a new industry along the northern coast of North America, the *land* of the Eskimo.
3. In 1825 a barge *trip* through the Erie Canal *cost* a cent and a half a *mile*.
4. Show *me* a pair of pigskin gloves and a hand-knitted *scarf*.
5. The body of an *amoeba* is soft and *jellylike*.
6. The Mississippi River increases its *length* about 250 feet a *year*.
7. In 1935 Dwight D. Eisenhower, Douglas MacArthur's chief *assistant*, gave the *Philippines* its first military academy and *developed* training *planes*.
8. In Egypt the Nile River furnishes the *country* with a means of *irrigation* and is a great water *highway*.
9. Toward eleven o'clock the *crowd* grew *sleepy* and *dispersed*.

SUBJECT, PREDICATE, AND MODIFIER

1

1A SENTENCE

A sentence is a group of words expressing a complete thought.

Robert Burns was born in a hut with a roof of thatched straw.

1 SUBJECT, PREDICATE, AND MODIFIER

1B PREDICATE VERB

The predicate verb makes a statement, asks a question, or gives a command.

STATEMENT: Greenlanders formerly *settled* many quarrels by means of singing contests.

QUESTION: *Do you know* the form of an outline?

COMMAND: *Study* the activities of a spider for five minutes.

1C SIMPLE SUBJECT

The simple subject names the person, place, or thing spoken of. The simple subject answers the question "Who?" or "What?" before the verb.

Kerry County in Ireland is famed for its lovely lakes and Norman buildings. (What is famed? *Kerry County* is the subject. A whole name is one noun.)

Near the top of the tower of Blarney Castle in the county of Cork is the famous *Blarney Stone*. (What is? *Blarney Stone* is the subject.)

One of my friends will visit Galway, a port near Dublin, this summer. (One, not *friends*, answers the question "Who will visit?")

(You) Tell me about the five-day horse show in Dublin. (*You* is the subject of an imperative sentence. *You* is understood.)

1D MODIFIER

A modifier is a word or an expression which is used to clarify or limit the meaning of another word.

Dalmatians have *spotted* markings. (*Spotted* markings means something different from *markings*. *Spotted* modifies *markings*.)

Layered rocks like *limestone* and *coal* are called *sedimentary* rocks. (The sentence without its modifiers — *Rocks are called rocks* — doesn't make sense. *Layered* and *like limestone and coal* modify *rocks*. *Sedimentary* modifies the second *rocks*.)

Women *who gush* annoy me. (*Women who gush* means something quite different from *women*. *Who gush* is a modifier of *women*.)

1E COMPLETE SUBJECT

The complete subject is the simple subject with its modifiers.

The study of an animal or plant in the first stages of its development is called "embryology."

1F COMPLETE PREDICATE

The complete predicate is the simple predicate with its modifiers and the words that complete its meaning. Words which complete the mean-

SUBJECT, PREDICATE, AND MODIFIER 1

ing of a verb are "completers" or "complements." See numbers 3A-3D on pages 88-89.

The Celts | were a hardy and warlike people. (The vertical line separates the complete subject from the complete predicate. The simple subject is underlined once; the verb twice.)
 All the ills of democracy | can be cured by more democracy. — ALFRED E. SMITH

1G INVERTED ORDER

When the complete predicate or part of it is before the subject, the order is inverted.

INVERTED ORDER: Throughout English literature run the themes of love of nature, freedom, justice, and fame.

NATURAL ORDER: The themes of love of nature, freedom, justice, and fame | run throughout English literature.

INVERTED ORDER: When was "The Star-Spangled Banner" written?

NATURAL ORDER: "The Star-Spangled Banner" | was written when?

When *there* introduces an inverted sentence, it is called an "expletive" or "introductory adverb." *There* is never the subject.

INVERTED ORDER: There is vigorous and brilliant satire in Jonathan Swift's *Gulliver's Travels*. (Satire is the subject.)

NATURAL ORDER: Vigorous and brilliant satire | is in Jonathan Swift's *Gulliver's Travels*.

1H SIMPLE SENTENCE

A simple sentence has one subject and one predicate, either or both of which may be compound.

Two or more subjects with the same verb make a compound subject.

Expositions and modern fairs grew out of the ancient trading fairs of Europe and Asia.

Two or more predicate verbs with the same subject make a compound predicate.

Expositions are always held in big cities and feature displays of industry, science, and art.

2 THE PARTS OF SPEECH

COMPOUND SUBJECT AND COMPOUND PREDICATE: For an exposition lofty towers and huge buildings are erected and, like the Eiffel Tower, often become permanent landmarks.

PRACTICE 1. Underlining Subjects and Verbs

Copy the following sentences, arranging inverted sentences in their natural order. Then draw one line under the simple subject and two lines under the predicate verb. Separate the complete subject from the complete predicate with a vertical line. Place all modifiers of the verb after the vertical line.

EXAMPLES

- a. Like the beating wings of a captive bird were the hands of Wing Biddlebaum.
The hands of Wing Biddlebaum | were like the beating wings of a captive bird.
- b. This year come with us to our cottage in North Hero, Vermont.
(You) | Come with us to our cottage in North Hero, Vermont, this year.

1. What makes the grass green?
2. For an answer to this question read these sentences about chlorophyll.
3. This substance is the green pigment in plants.
4. During the day chlorophyll bodies absorb light rays from the sun.
5. By means of this energy water and air in the plant are changed to sugar and starch.
6. Chlorophyll can be extracted from leaves.
7. In its dry form chlorophyll is a blue or green-black powder.
8. For a long time physicians have been seeking a satisfactory antiseptic.
9. From hospital laboratories a few years ago came news of a great discovery.
10. In many serious cases chlorophyll checks the spread of infections.
11. In no case has it caused irritation of the tissues.
12. Thus chlorophyll heals and nourishes man.

2 THE PARTS OF SPEECH

2A NOUN

A noun is a name. Nouns name:

- a. Persons, animals, places, things — *Ted Williams, tiger, Manchester, tractor*
- b. Collections or groups of persons, animals, or things — *navy, legislature, team, society, audience, crowd, regiment, flock, class*. These are collective nouns.

THE PARTS OF SPEECH 2

- c. Qualities, conditions, actions, and ideas — *modesty, courage, honesty, shyness, beauty, poverty, sincerity, progress, time, width*. These are abstract nouns.

A name like *George Bernard Shaw, Union of South Africa, A Tale of Two Cities, or North America* is considered one name or noun, not a noun with a modifier.

2B PRONOUN

A pronoun is a word used instead of a noun. The noun for which the pronoun stands is its antecedent.

This is the girl *whom I* used as a model for my sketch. (*This* and *whom* refer to the noun *girl*. *I* and *my* are used instead of the name of the speaker.)

With *him* and *me* as cheerleaders *what* can *our* team do but win?

2C SUBSTANTIVE

Substantive is a convenient general term including any word or word group used as a noun.

The *strong* should help the *weak*.

Riding horseback is my favorite pastime. (*Riding horseback* is the subject of *is*.)

Jerry tried to *climb in through the window*. (*To climb in through the window* is the direct object of *tried*.)

Sherlock Holmes concluded *that the man knew nothing about the stolen jewel*. (The italicized clause is the direct object of *concluded*.)

2D VERB

Words which make statements about persons, places, or things, ask questions, or give commands are verbs. Three forms of the verb — the infinitive, the participle, and the gerund — do not make statements, ask questions, or give commands. The phrase "boys yelling like wild men" does not state, ask, or command. "The boys yelled like wild men" makes a statement.

STATEMENT: The weeping willow *keeps* its foliage well into the fall.

QUESTION: What *goes* up the chimney?

COMMAND: Take your partner and *dos-à-dos*.

2E AUXILIARY

An auxiliary helps a verb to make a statement, ask a question, or give a command.

Marcelle's friend must surely have gone home by now. (*Must* and *have* are auxiliaries.)

2 THE PARTS OF SPEECH

The auxiliaries are: *is, be, am, are, was, were, been, being, has, have, had, do, does, did, may, can, might, could, must, shall, will, should, and would.*

2F ADJECTIVE

An adjective is a word that modifies or describes a noun or pronoun. An adjective usually answers one of these questions: "Which?" "What kind of?" "How many?" "How much?"

Which? What kind of? What kind of?

That huge fish in the framed snapshot fought for forty-five minutes.
(*That* and *huge* modify fish. *The* and *framed* modify snapshot. *Forty-five* modifies minutes.)

How many?

A, an, and the, the most common adjectives, are also called "articles."

2G ADVERB

An adverb is a word that modifies a verb, an adjective, or an adverb. Adverbs commonly answer the questions "When?" "Where?" "How?" and "How much?"

How?

The extremely alert watchdog leaped up very quickly and barked ferociously. (*Extremely* modifies the adjective *alert*. *Up* and *quickly* modify the verb *leaped*. *Very* modifies the adverb *quickly*. *Ferociously* modifies the verb *barked*.)

Where? How? How?

Although many adverbs end in *ly*, do not make the mistake of calling all *ly* words adverbs. *Friendly, lonely, lovely, lowly, and kindly*, for instance, are adjectives. There are also many adverbs that do not end in *ly*: *rather, too, very, then*.

2H PREPOSITION

A preposition is a word used to show the relation of a substantive to another word.

Children *under* sixteen may appear *in* theatrical productions *in* New York City only *with* the approval of the mayor. (*Under* shows the relation between *sixteen* and *children*; *in*, between *productions* and *may appear*; *in*, between *New York City* and *productions*; *with*, between *approval* and *may appear*; and *of*, between *mayor* and *approval*.)

2I OBJECT OF PREPOSITION

The substantive following a preposition is the object of the preposition.

Before *starting* down the ski jump Penny caught a glimpse of the tiny figures at the end of the slope.

2J PREPOSITIONAL PHRASE

A prepositional phrase is a preposition and its object, with or without modifiers.

(At the age) (of eighty-three) Arturo Toscanini made a six-week tour (of twenty-one cities) (with the NBC Symphony Orchestra). (Each prepositional phrase is enclosed in parentheses.)

A prepositional phrase can act like an adjective in modifying a noun or pronoun or like an adverb in modifying a verb, an adjective, or an adverb.

The wings (of the red-wing blackbird) look (like the epaulets) (of a soldier's uniform). (The arrows indicate what word each prepositional phrase modifies.)

PRACTICE 2. Recognizing Parts of Speech

Copy the following sentences, leaving a blank line after each line you write. Underline the simple subject once and the predicate verb twice. Write *adj.* over every adjective and *adv.* over every adverb. Enclose prepositional phrases in parentheses.

EXAMPLE

adv. *adj.* *adj.* *adj.*
Here is the story (of the Kildare pooka).

AN IRISH LEGEND

1. A pooka is a mischievous Irish goblin in the form of a horse.
2. In a great house near Dublin a scullery boy slept on the hearth.
3. Suddenly the squeak of an opening door and the trampling of hoofs on the kitchen floor awoke him.
4. The trembling boy peeped out from his corner.
5. There before the fire was a yawning pooka with long ears and a tail. (The object of *with* is compound.)
6. With one hand or hoof the pooka pulled the boy to his feet and then unconcernedly pitched him down again.
7. What would the frightening fairy do?
8. Almost immediately the pooka brought the kettle to a boil and washed every dish and spoon in sight.
9. What a hullabaloo there was in the morning!
10. For two days every lazy servant left his work for the pooka.
11. On the goblin's third visit two of the servant boys in the house waited up and rewarded him with a warm coat for his efforts. (*Goblin's* modifies *visit*.)
12. After that night the ungrateful pooka never was seen there again.

2 THE PARTS OF SPEECH

2K CONJUNCTION

A conjunction connects words or groups of words.

The humidity in Arizona is so low *that* even *when* the mercury ranges between 100° and 110° there is little discomfort.

And, *but*, *or*, and *nor* are called coordinate conjunctions.

Father *and* Gary sang their duet *but* were off key. (*And* = a plus sign; *but* = a minus sign.)

I shall go to the concert *or* give Marie my ticket. (*Or* indicates an alternative.)

Dad didn't laugh at the rip in his trousers, *nor* did he relish having a fish-hook caught in them. (*Nor* is used with *neither* or another negative.)

2L CORRELATIVE

Conjunctions used in pairs are called correlatives: *both . . . and*; *either . . . or*; *neither . . . nor*; *not only . . . but also*.

Both hemlock *and* yew can be sheared and shaped.

2M INTERJECTION

An interjection is a word or form of speech that expresses strong or sudden feeling. It has no grammatical connection with the rest of the sentence.

Hooray! A home run!

What! Did Miss Thompson say that?

2N A WORD AS DIFFERENT PARTS OF SPEECH

To find the part of speech of a word, always ask yourself the question "What does the word do in the sentence?" Some words may be used as a number of different parts of speech.

Parts of Speech	Functions of Words
Verb	— statement, question, or command
Noun, pronoun	— subject, object of preposition, or completer of verb
Adjective, adverb	— modifiers
Preposition, conjunction	— connectives
Interjection	— strong feeling

ADJECTIVE: *That* river is threatening to overflow its banks. (Modifies *river*)

PRONOUN: *That* is the famous Plymouth Rock. (Subject of the verb *is*)

CONJUNCTION: It was so cold *that* icicles formed in Ivan's beard. (Connects two groups of words)

ADVERB: Some of the boys hiked to Garden City, but most of us didn't go *that* far. (Modifies the adverb *far*)

OTHER IMPORTANT PARTS OF THE SIMPLE SENTENCE 3

NOUN: *That* is a versatile word. (In this way any word can be used as a noun.)

PRACTICE 3. Using a Word as Different Parts of Speech

Write sentences in which you use each of the following words as the different parts of speech named after it. Consult a good dictionary when you need help.

1. after — preposition, conjunction, adjective, adverb
2. both — adjective, pronoun, conjunction
3. down — adverb, adjective, preposition, noun, verb
4. effect — noun, verb
5. head — noun, verb, adjective
6. like — verb, noun, preposition
7. slow — adjective, adverb, verb
8. Texas — noun, adjective
9. this — adjective, pronoun
10. well — noun, adjective, adverb, interjection
11. what — adjective, pronoun, interjection
12. wrong — noun, adjective, verb

PRACTICE 4. Parts of Speech

Copy the following sentences, leaving a blank line after each line you write. Then, using the following number code, tell what part of speech each word is. Write the number above the word.

noun — 1

verb — 4

preposition — 6

pronoun — 2

adverb — 5

conjunction — 7

adjective — 3

1. Look at Chile on the map. 2. With a length of 2900 miles and an average width of 100 miles it resembles a long, thin sliver of wood on one side of the South American continent. 3. Geographically Chile may be divided into three main regions. 4. In the arid Atacama Desert of the north copper and nitrates are found. 5. The central valleys, with their fertile soil, are the agricultural and industrial centers of the country. (*Their* is a pronoun.) 6. The extreme southern section, wooded and mountainous, remains a largely untouched wilderness. 7. Here is located Punta Arenas, the southernmost city in the world. 8. Because of the difficulty of access to Chile, either by sea around Cape Horn or by land across the Andes, the country developed in isolation and independence. (The two words *because* of are used as one preposition.) 9. The barren soil and mountainous terrain have taught the Chileans stern lessons in hardihood. 10. These people struggle with Nature on her own terms. (*Her* is a pronoun.)

3 OTHER IMPORTANT PARTS OF THE SIMPLE SENTENCE

Every sentence has a subject word and a predicate verb as a backbone to which modifiers are attached. A sentence may have also as

3 OTHER IMPORTANT PARTS OF THE SIMPLE SENTENCE

part of this backbone a complement or completer of the verb. Four kinds of completers are the predicate adjective, the predicate nominative, the direct object, and the indirect object.

3A PREDICATE ADJECTIVE

A predicate adjective completes the predicate and describes the subject.

After the rainstorm I was *wet* and *bedraggled*.

The trip sounds *hazardous*.

3B PREDICATE NOMINATIVE

A predicate nominative is a substantive that completes the predicate and explains or renames the subject. The predicate nominative, except with a negative, denotes the same person, place, or thing as the subject.

The red snapper, tarpon, snook, and sailfish are *some* of the tropic's finest game fish. (*red snapper, tarpon, snook, and sailfish = some*)

Don and I are not *members* of the yearbook committee. (*Don and I do not = members*)

PRACTICE 5. Using Predicate Adjectives and Predicate Nominatives

Put each of the following verbs into a sentence with a predicate adjective or predicate nominative. Label each completer *p.a.* or *p.n.*

appeared
became

felt
is

looked
seemed

smelled
sounded

tasted
were

3C DIRECT OBJECT

A direct object is a substantive that completes the predicate and names the receiver or the product of the action. If the subject acts, the noun or pronoun which answers the question "What?" or "Whom?" after the verb is the direct object of the verb. The verb *to be* never takes an object.

In Hawaii Dr. Lee took my *cousin* and *me* to an autumn festival. (The compound object, *cousin* and *me*, answers the question "Took whom?")
In the Middle Ages only the royal family ate fresh-baked *bread*. (*Bread* answers the question "Ate what?")

3D INDIRECT OBJECT

An indirect object is a noun or pronoun that tells to or for whom (or what) something is done. An indirect object is regularly followed by a direct object.

OTHER IMPORTANT PARTS OF THE SIMPLE SENTENCE 3

The sunset gave the *desert* a burning hue. (*Desert* answers the question "Gave to what?")
Save *Dennis* and *me* plenty of banana cream pie. (*Dennis* and *me* answer the question "Save for whom?")

3E ADVERBIAL OBJECTIVE

An adverbial objective is a noun used like an adverb. An adverbial objective usually indicates distance, time, weight, or value.

Three or four *feet* from Slim's leather boot lay the coiled rattlesnake. (*Feet* answers the question "How far?")
Every *spring* male members of the deer family shed their antlers. (*Spring* answers the question "When?")
The Canal Zone is a strip of territory ten *miles* wide across Panama. (*Miles* answers the question "How wide?")

3F APPOSITIVE

An appositive is a word or expression which explains the noun or pronoun it follows and which names the same person or thing. An appositive never completes a predicate as the predicate nominative does.

In midsummer at Sitka, a *town* on the southeastern coastal strip of Alaska, there is no darkness. (*Sitka* = town)
The principal industries of Juneau, the *capital* and largest city of Alaska, are mining, fishing, and lumbering.

An appositive and a predicate nominative are similar. The difference is that a verb connects the subject and the predicate nominative, while an appositive follows a word directly and is generally set off by commas. In the sentence above, *mining, fishing, and lumbering* are predicate nominatives, connected with the subject by *are*. *Capital* and *city* are in apposition with *Juneau*.

3G NOMINATIVE OF ADDRESS

A nominative of address is the name of the person spoken to.

Mr. Stanton, when will air conditioning be installed in Miss Hodges' office?
In a few weeks, Miss Mason.

3H NOMINATIVE ABSOLUTE

A nominative absolute consists of a noun or pronoun with a participle expressed or understood. It has no grammatical connection with the rest of the sentence.

On the mound Bob nervously rubbed the ball with both hands, his *glove* dangling loosely from his left wrist.

3 OTHER IMPORTANT PARTS OF THE SIMPLE SENTENCE

About six o'clock we reached the dock, our *boat* half full of water. (The participle *being* is understood.)

PRACTICE 6. Recognizing the Parts of the Simple Sentence

On your answer paper write on every other line. In each sentence copy the subject and write *s.s.* above it. Copy also the verb and write *v.* above it. Then copy every italicized word and write above it one of these abbreviations:

p.a. — predicate adjective

p.n. — predicate nominative

d.o. — direct object

o.p. — object of preposition

i.o. — indirect object

ap. — appositive

a.o. — adverbial objective

1. The Philippine Islands lie 7500 *miles* from the United States on the other *side* of the earth.
2. From the northernmost *island* on a clear day one can see *Formosa* sixty-five miles away.
3. On the west only the China Sea, several hundred *miles* wide, separates the *Philippine Islands* from French Indochina.
4. The Philippine Islands are a *group* of 7083 islands with an *area* of 114,400 *square miles*.
5. Mindanao, a large *island* below the typhoon *belt*, has abundant iron, gold, and other *minerals*, and is sometimes called "*The Philippine Land of Promise*." (A title is one name.)
6. Off this *island* the water is 35,400 *feet deep*.
7. Zamboanga, the largest *city* in the world, covers an *area* of 1124 *square miles*.
8. In 1521 Magellan's first stopping place in the Philippines was the *island* of Cebu.
9. In 1898 Admiral George Dewey destroyed the Spanish *fleet* off Cavite eight *miles* southwest of Manila.
10. The University of Manila, almost 350 *years* old, is *rich* in tradition.
11. The islands have sent *us* large quantities of copra, or dried *coconut*, Manila hemp for rope, sugar, *mahogany*, and some *uranium*.
12. Of the three racial *strains* in the Philippines the fuzzy-haired Negritos are true *pygmies*.
13. The Indonesians, formerly *head-hunters*, are best represented by the Igorot *tribes* in the mountains of Luzon and *Mindanao*.
14. High on the steep mountain *peaks* the terraced rice fields of the Igorots are considered engineering *marvels*.
15. The average Filipino, a Christian *farmer*, cultivates a rice or sugar *field* and lives in a small village, or *barrio*, on a diet of rice.
16. In the Philippines, church festivals and political parades are *gay* and *colorful*.
17. Of the eight distinct languages and many *dialects* Tagalog, the *tongue* of the natives of the Manila *region*, became in 1937 the official *language* of the Philippine Islands.

PARTICIPLE, GERUND, AND INFINITIVE 4

18. From 1898 to July 4, 1946, the Philippine Islands were a *possession* of the United States.
19. The United States has given the *Filipinos* special *aid* in their health and education *programs*.
20. The *Filipinos*, an intelligent and progressive *people*, have cut their *illiteracy* from 80 to 50 *per cent* in fifty years. (*Per cent* is one noun.)
21. Their average height has increased five *inches* in forty *years*.
22. The task of road building is *difficult* because of the heavy *rainfall*.
23. The Philippine Republic is *one* of the youngest *republics* in the world.

TEST 1B (Mastery). *Parts of the Simple Sentence*

Copy the italicized words in a column and number them 1 to 25. Then, using the abbreviations below, indicate the use in the sentence of each word. Write the abbreviations in a column to the right of the words.

s.s. — simple subject
v. — verb
p.a. — predicate adjective
p.n. — predicate nominative
d.o. — direct object

o.p. — object of preposition
i.o. — indirect object
ap. — appositive
n.a. — nominative of address
a.o. — adverbial objective

1. Archie, a real *sailor*, was the quickest and ablest *member* of the crew.
2. The following *week* the town florist drove up and handed *Sue* three dozen long-stemmed *roses*.
3. Give *me* a *boost* into the saddle, *Uncle John*.
4. In Duluth, Minnesota, temperatures of 36 degrees below zero are not *uncommon*.
5. *Is* that rambling *house* a few *streets* from *yours* Miss Harding's *mansion*?
6. That *year* Fred composed a fifteen-minute ballet, "*Pygmalion*," and sold *boilers* at the same time.
7. At the back *door* was *sitting* a stray *spitz* with his nose against the glass *pane*.
8. *Who* was *considered* the best *comedian* in the year 1951?

4 PARTICIPLE, GERUND, AND INFINITIVE

4A VERBAL

Verbals are forms of the verb that are used as adjectives, adverbs, and nouns. They do not make statements, ask questions, or give commands. Like predicate verbs, verbals take complements and are modified by adverbs. Verbals are used for conciseness and variety. The three kinds of verbals are participles, gerunds, and infinitives.

4B PARTICIPLE

A participle is a form of the verb that is used as an adjective. It is part adjective and part verb. Many participles end in *ing* and *ed*.

4 PARTICIPLE, GERUND, AND INFINITIVE

Perched on the edge of the bluff, the cottage leaned precariously toward the rough seas below. (*Perched*, a participle from the verb *perch*, is used as an adjective to modify the noun *cottage*.)

Swimming in the cold water, the polar bear joyously played with a cake of floating ice. (Because *floating* directly precedes the noun modified, it is a pure adjective.)

4C GERUND

A gerund is an *ing* form of the verb that is used as a noun.

DIRECT OBJECT AND OBJECT OF PREPOSITION: Now begin *reciting* the poem
without *looking* at your book.

SUBJECT AND PREDICATE NOMINATIVE: *Seeing* is *believing*.

APPOSITIVE: An economic abuse of the late 1800's, *speculating* on the wheat market, was critically discussed by Frank Norris in *The Pit*.

PRACTICE 7. Telling the Use of Participles and Gerunds

Copy and label every participle and gerund in the following sentences and explain its use in the sentence.

EXAMPLES

Writing in the sky, a device born in England during World War I, was used for communicating with war-blocked sections.

writing — gerund, subject of *was used*

born — participle, modifier of *device*

communicating — gerund, object of preposition *for*

Indians used the bark of the American elm for making canoes and rope-making — gerund, object of preposition *for*

1. The fiddler crab courts his lady by waving his bright-colored claw and dancing.
2. Looking through the belfry of San Diego Mission, one can see a broad panorama of fertile, quiet countryside stretching before him.
3. Hardtack is flour mixed with water and baked slowly.
4. At Mount Katahdin in Maine, the first spot in the United States hit by the morning sun, I can enjoy my hobby — hiking up and down the side of a mountain.
5. Stealing through the corn patch, Tabby surprised a field mouse burrowing in the earth.
6. Late that night the rescue party, swinging lanterns and carrying ropes, succeeded in dragging us to safety.
7. Vastly excited at the prospect of finally meeting a moose, Ted plied his uncle with whispered questions.
8. The American black walnut, prized for its flavorful nuts, is used in making fine furniture.

PARTICIPLE, GERUND, AND INFINITIVE 4

9. Suddenly tons of snow, hurtling down the mountainside with a deafening roar, filled a huge crevass above the skiers.
10. Preparing for winter in the animal world includes fattening up.

4D USING GERUNDS

Gerunds help us to express our thoughts smoothly and concisely.

POOR: Mother had her breakfast in bed. This was a new and pleasant experience for her.

GOOD: Breakfasting in bed was a new and pleasant experience for Mother.

POOR: On the tennis court Jerry has one serious weakness. He loses his temper frequently.

GOOD: On the tennis court Jerry has one serious weakness — losing his temper frequently.

PRACTICE 8. Using Gerunds

Improve each of the following by substituting a phrase with a gerund for one of the clauses or sentences.

1. Mr. Morrison plowed our driveway. Then he sanded the inclines.
2. Ann has one annoying trait. She giggles constantly. (Use the gerund as an appositive.)
3. I have a hobby. I keep my own radio station in repair and talk with amateurs in other countries.
4. In 1849 Abraham Lincoln patented a machine. It lifted vessels over shoals by means of inflated cylinders.
5. The Seeing Eye was established in 1929 in Morristown, New Jersey. This organization trains dogs as guides for blind persons.
6. Helen waved her flashlight frantically from the window of the warehouse. In this way she summoned help.
7. Ralph carried the baby blue jay home. Then he fed it some bread crumbs softened with milk.
8. In ancient Siam only a few people carried umbrellas. The privilege was granted by the king.

4E INFINITIVE

An infinitive is a verb form ordinarily introduced by *to* and used as a noun, an adjective, or an adverb.

ADJECTIVE: There is no frigate like a book *to take* us lands away. — EMILY DICKINSON (*To take* modifies *frigate*.)

ADVERB: The ancient Greeks used homing birds *to carry* messages. (*To carry* modifies *used*.)

NOUN: *To swoop* down and *carry off* a kid is a favorite trick of the eagle. (Subject of verb)

NOUN: The early pioneers learned *to make* sugar and sirup from maple sap. (Direct object)

4 PARTICIPLE, GERUND, AND INFINITIVE

NOUN: The purpose of the Boxer Rebellion was *to put* an end to the westernization of China and *to bar* foreigners, their customs, their machines, and their trade. (Predicate nominative)

To, the sign of the infinitive, is often omitted after *bid*, *dare*, *need*, *see*, *make*, *let*, *hear*, *please*, *feel*, *help*, and sometimes after a few other verbs.

Black patches under the raccoon's eyes make him *look* like a burglar.

4F SUBJECT OF INFINITIVE

After verbs of believing, commanding, expecting, knowing, letting, making, telling, thinking, wishing, and the like, the infinitive has a subject.

Benjamin Franklin encouraged *people* to swim for recreation.

4G USING INFINITIVES — *To*

One way to save words is by reducing clauses to infinitive phrases.

WORDY: Mr. Richards left on the parking lights. In this way he warned drivers of his stalled car.

CONCISE: Mr. Richards left on the parking lights *to* warn drivers of his stalled car.

PRACTICE 9. Using Infinitives

Make each of the following more concise by using an infinitive. If there are two sentences, combine them.

1. At the age of sixty-seven Mrs. Belle Benchley, director of the Balboa Park Zoo, started on an expedition to the Belgian Congo so that she could capture a pair of mountain gorillas.
2. In order that the delicacy of frogs' legs may be made available everywhere, dealers now ship frogs in wet burlap bags.
3. As a member of the American Youth Hostels I have learned that I should cultivate a love for the countryside and a better understanding of the world and its peoples.
4. A flute consists of three hollow tubes fitted together so that they form one tube.
5. Some fishing boats now carry helicopters so that they can radio their positions and so that schools of fish may be spotted.
6. The alumni of Roosevelt High School are planning a banquet. This will be held on Friday, October 10, at 8:30.
7. Paint a white border around the edge of each cellar step and a solid white coat on the last step so that accidents may be prevented.
8. At the United States Navy's Submarine School at New London, Connecticut, volunteers are subjected to rigorous training so that they may be fit for grueling, dangerous duty under water.

COMPOUND AND COMPLEX SENTENCES 5

4H PHRASE

A phrase is a group of related words which does not contain a subject and a predicate. Phrases may be used as nouns, adjectives, or adverbs.

PARTICIPIAL PHRASE: In Boston many Beacon Street houses indicate antiquity with prized old window panes, *now turned lavender*.

GERUND PHRASE: *Preparing tasty foods* is a fine art.

INFINITIVE PHRASE: The blue-tinted windows of the United Nations Secretariat Building in New York are treated to *keep out the sun's heat*.

PRACTICE 10. Using Verbals and Verbs

Write sentences about your school, your church, or your city, town, or community. Use at least three participles, three gerunds, and three infinitives. Draw one line under a participle, a wavy line under a gerund, a broken line under an infinitive, and two lines under a predicate verb.

5 COMPOUND AND COMPLEX SENTENCES

TEST 2A (Diagnostic). *Kinds of Sentences*

Classify the following sentences by writing *S* (simple), *Cd* (compound), or *Cx* (complex) on your paper after the number of each sentence.

1. Casey Jones, whose picture is on a three-cent commemorative stamp, was one of the crack railway engineers on the Illinois Central.
2. A movie-sponsored organization in New York gives complete information over the telephone about the pictures being shown in one or more of the city's theaters, including the kind of story, the names of actors, and the time of performances.
3. The Customs Inspector began his work in 1789 during George Washington's first administration, and every entering traveler since then has had to face him.
4. The Commodore moved through the ship like a gale, his entourage of junior officers racing behind him but sometimes falling far in the rear when a passenger or some other obstruction got between them and their leader.
5. In Australia 500,000 miles of fences, constructed during the last hundred years, help to keep fast-multiplying rabbits from overrunning the country.
6. Orchid plants are not afraid of weeds, they need little or no fertilizer, and they require no particular kind of soil.
7. In the 1840's chemistry came to the aid of the farmer when a German professor, Justus von Liebig, showed that artificial fertilizers could restore the necessary minerals to the soil.
8. The force of air can be made to break up solid rocks and fasten huge steel girders together, to stop trains weighing thousands of tons, and to

5 COMPOUND AND COMPLEX SENTENCES

allow men to work under water as divers and as builders of bridges and dams.

9. Raw potatoes are better than cooked ones for dairy cattle.
10. The first purpose of the Marquis of Queensberry rules was to free professional fighting from brutality, but after gradual changing the rules were also applied to amateur boxing.

5A CLAUSE

A clause is a group of words that has a subject and a predicate.

Most meteors burn up | before they reach the surface of the earth. (The two clauses are separated by a vertical line.)

5B PRINCIPAL CLAUSE

A principal clause makes complete sense and can stand as a sentence with an initial capital and end punctuation.

- (1) *Mecca is forbidden to nonbelievers*, but (2) *each year in disguise many adventurers journey to this holy city*. (Numbers 1 and 2 are principal clauses.)

COMPOUND SENTENCE

5C COMPOUND SENTENCE

A sentence made up of two or more principal clauses is called a compound sentence.

- (1) *Trifles make perfection*, but (2) *perfection is no trifle*. — MICHELANGELO

5D COORDINATE CONJUNCTION

Coordinate conjunctions connect words, phrases, and clauses of equal rank. Principal clauses are of equal rank. Coordinate conjunctions used to connect the clauses of a compound sentence are *and*, *but*, *or*, and *nor*.

Lorenzo de' Medici never sat on a throne, *but* he had the power of a king.

COMPLEX SENTENCE

5E SUBORDINATE CLAUSE

A subordinate clause is used as a noun, an adjective, or an adverb. Two tests of a subordinate clause are: (1) as a rule, it does not make complete sense when removed from its sentence; (2) usually an introductory word is either expressed or can be supplied without spoiling the sense.

NOUN CLAUSE: American folk art demonstrates *what creative design can do*. (*What* introduces the clause.)

COMPOUND AND COMPLEX SENTENCES 5

ADJECTIVE CLAUSE: Out of the 2500 makes of automobiles *that have appeared in the last fifty years* only twenty-one have survived. (*That* introduces the clause.)

ADVERB CLAUSE: The opossum has changed very little *since it roamed the continent with the dinosaurs seventy million years ago*. (*Since* introduces the clause.)

5F SUBORDINATE CONJUNCTIONS

A subordinate conjunction connects a subordinate clause with the clause to which it is attached. Frequently used subordinate conjunctions are:

after	before	lest	though	whenever
although	but that	provided that	till	where
as	even if	since	unless	whereas
as if	how	so that	until	whether
as though	if	than	when	while
because	in order that	that	whence	why

5G COMPLEX SENTENCE

A sentence with a principal clause and one or more subordinate clauses is called a complex sentence.

Because in colonial America pins were made by hand, a paper of pins was considered an excellent wedding present.

Nero, the Roman emperor who is usually thought of in connection with his fiddling, was a bagpipe player.

Noun Clause

5H NOUN CLAUSE

A noun clause is used as a noun. It may be:

SUBJECT OF VERB: *That the airplane has a real importance in modern warfare* was the conviction of Billy Mitchell.

DIRECT OBJECT OF VERB: Safety regulations require *that airplane seat belts be fastened during take-off and landing*.

OBJECT OF PREPOSITION: Pearl Buck's father dedicated himself to *whatever would help the Chinese people*.

PREDICATE NOMINATIVE: The sad truth is *that our team was outplayed every quarter*.

APPOSITIVE: It's easy finding reasons *why other folks should be patient*.
— GEORGE ELIOT.

PRACTICE 11. Using Noun Clauses

Choose six of the following and about each write a sentence containing a noun clause. Underline the clause and write above it *subject*,

5 COMPOUND AND COMPLEX SENTENCES

direct object, object of preposition, predicate nominative, or appositive to indicate its use in the sentence.

EXAMPLE

volcanoes

Scientists have estimated ^{Direct object} that some volcanoes discharge about five million gallons of water a day in the form of steam.

- | | | |
|-----------------------|------------------------------|-----------------|
| 1. the stars | 6. Halloween | 11. Nobel Prize |
| 2. snow | 7. Wilbur and Orville Wright | 12. erosion |
| 3. Louis Pasteur | 8. nylon | 13. jet planes |
| 4. the United Nations | 9. West Point | 14. vitamin B |
| 5. television | 10. inflation | 15. Walt Disney |

Adjective Clause

51 ADJECTIVE CLAUSE

An adjective clause modifies a noun or a pronoun.

Tourists in Arizona *who want to understand the desert country* should visit one of the Indian reservations. (The italicized clause modifies the noun *tourists*.)

1. An adjective clause may be attached to the word it modifies by:
- a. A relative pronoun (*who, whose, whom, which, or that*)

Manila hemp is the material from *which* ropes, hawsers, cordage, and cable are commonly made.

- b. A subordinate conjunction

Classical ballet was created at the court of the French kings, *where* it acquired French names for its movements.

2. The connecting word may be omitted.

One of the most exciting experiences (*that*) a boy can have is to race in the finals of the Soap Box Derby.

PRACTICE 12. Using Adjective Clauses

Choose six of the following and write a sentence about each. Use an adjective clause in each sentence and underline the clause.

EXAMPLE

Harvard University

Harvard University, which has 165 buildings for 11,000 students, originally had one building for 50 students.

COMPOUND AND COMPLEX SENTENCES 5

- | | | |
|------------------|-------------------|--------------------|
| 1. the Big Top | 6. Mozart | 11. Ike Eisenhower |
| 2. the Red Cross | 7. Helen Keller | 12. Golden Gate |
| 3. poison ivy | 8. Arthur Godfrey | 13. Rio de Janeiro |
| 4. advertising | 9. penicillin | 14. Mark Twain |
| 5. lightning | 10. polo | 15. Hollywood |

Adverb Clause

5J ADVERB CLAUSE

An adverb clause modifies a verb, an adjective, or an adverb.

The vitamin-rich bran of rice is discarded *when the kernels are milled*.
(Modifies the verb *is discarded*.)

The road is always better *than the inn (is)*. — CERVANTES (Modifies the adjective *better*.)

A running jack rabbit curls his body so strongly *that he lands with his hind feet ahead of his front feet*. (Modifies the adverb *so*.)

PRACTICE 13. Using Adverb Clauses

Write five sentences with an adverb clause in each about plays, motion pictures, radio programs, or television programs. Underline every simple subject once and every predicate verb twice. What does each adverb clause modify?

COMPOUND-COMPLEX AND COMPLEX-COMPLEX SENTENCES

5K COMPOUND-COMPLEX SENTENCE

A compound-complex sentence has two or more principal clauses and one or more subordinate clauses.

If shoes have a few holes, that's poverty; *if they are mostly holes*, that's style. (The two adverb clauses are italicized, and each modifies the verb *is* in the principal clause.)

5L COMPLEX-COMPLEX SENTENCE

A complex sentence in which a subordinate clause is itself complex is called complex-complex.

Some people are never happy unless they can discover where they caught a cold. (*Unless they can discover* is an adverb clause modifying *are*. *Where they caught a cold* is a noun clause used as the direct object of *can discover*.)

DIAGRAMMING

A diagram is a picture of the relationship of the parts of a sentence to one another.

In the following diagrams the principal clause is on the first line; the subordinate clause is underneath. The arrows show what words

5 COMPOUND AND COMPLEX SENTENCES

the adjective and adverb clauses modify. The simple subjects are underscored. There are two lines under a predicate verb.

1. In Yucatán, archeologists have found ancient books in which the Mayan Indians once recorded their calendar and their religious ceremonies.

In Yucatán archeologists have found ancient books

in which the Mayan Indians once recorded their calendar and their religious ceremonies

2. Because the southeastern portion of Yucatán is a thick tropical jungle, most of the people live in the north.

most of the people live in the north

Because the southeastern portion of Yucatán is a thick tropical jungle

3. Yucatán yields more henequen for binder twine than any other country in the world.

Yucatán yields more henequen for binder twine

than any other country in the world (yields)

PRACTICE 14. Diagraming Sentences

Diagram the following sentences.

1. Yucatán, which comprises part of Mexico, Guatemala, and British Honduras, is a peninsula about the size of Minnesota.
2. Long before European explorers discovered the region, it was inhabited by the Mayan Indians.
3. Under the direction of the priests, who ruled the state, the people cleared the jungles and built splendid cities.
4. About A.D. 1000 three cities — Chichen Itzá, Uxmal, and Mayapan — formed a league which dominated the peninsula.
5. When a quarrel broke out between Chichen Itzá and Mayapan, the latter city, with the aid of Mexican armies, captured her former confederate.
6. After the peninsula had enjoyed a brief period of peace, a second war broke out.
7. In the year 1517 Francisco de Córdoba, who had sailed from Cuba in search of gold and slaves, reached Yucatán.
8. The natives rowed out to meet Córdoba's ship and invited the strangers to visit their city, where they intended to sacrifice the white men to the native gods.
9. Everything was peaceful until the party reached the city market place.
10. With a war yell that startled and terrified the Spaniards, the Mayans suddenly hurled their lances.
11. Although several of the Spaniards were wounded, they and their comrades soon put the Indians to rout.

12. In the deserted houses, which they entered and looted, they found a few gold trinkets.

PRACTICE 15. Recognizing Subordinate Clauses

Write the subordinate clauses in the following sentences. In each clause underline a simple subject once and a predicate verb twice. Label a clause *n.*, *adj.*, or *adv.* Indicate what word or words an adjective or an adverb clause modifies and how a noun clause is used. Use the example as your model.

EXAMPLE

The woodpecker owes his success to the fact that he uses his head and pecks away until he finishes the job he starts. — COLEMAN COX
 that he uses his head and pecks away — noun, in apposition with the
 noun *fact*
 until he finishes the job — adv., *pecks*
 (that) he starts — adj., *job*

1. When the Spaniards found gold trinkets, they knew that there were riches in the Mayan empire.
2. In 1519 Hernando Cortez, sailing from Cuba, told the Mayans that he had come in peace and friendship.
3. The only condition was that the Indians accept the rule of the Spanish king.
4. Their reply to this offer was that every Spaniard who fell into the hands of the Mayans would be killed.
5. In the battle that followed, the success of the Spaniards resulted primarily from the fact that the Mayans had never seen horses before and were terrified by them.
6. Although Cortez scored a notable victory, he found that he could not conquer the entire country.
7. When Francisco Montejo followed Cortez in 1527, the Mayans lured him far into the jungle, where scores of his men died of wounds and tropical fever.
8. Why the Indians did not massacre the entire force has never been satisfactorily explained.
9. When Montejo's son and his nephew arrived in Yucatán, they met with weak resistance, because the country was torn by civil war.
10. Although the Spaniards established their rule over half the peninsula, they never completely subdued the proud Mayans, who waged intermittent warfare for many years.
11. When the Spaniards burned the books and records hidden by the Mayan priests, they destroyed a vital part of an ancient culture that had reached a high plane.
12. Although the jungles grew wild again and buried many of the cities that flourished a thousand years ago, the Mayan race survives to this day.

6 RUN-TOGETHER SENTENCE, SENTENCE FRAGMENT

TEST 2B (Mastery). *Kinds of Sentences*

Classify the following sentences by writing *S* (simple), *Cd* (compound), or *Cx* (complex) on your paper after the number of each sentence.

1. "Shun-pike" was the name given in early days to the roads used to avoid turnpikes, or toll roads.
2. A good sportsman does not boast of his own skill but gives credit to his teammates.
3. Parents tend to give boys conservative names, but they use their imagination to achieve originality in girls' names.
4. Many of the bathing tragedies that have been blamed on man-eating sharks are now believed to have been caused by barracudas.
5. Mr. Kingsland loved to watch steam shovels gouging great holes in the earth, but this afternoon he hurried by the excavation with hardly a side-long glance.
6. In any building where large numbers of people assemble, it is particularly important to have enough exits to empty the building quickly.
7. The battered ukulele with its top plugged up, its one violin and two mandolin strings, and its cardboard bridge failed miserably to resemble a real violin.
8. With his marvelously dexterous paws a raccoon climbs metal posts, snatches insects in flight, and even washes the food for his evening meal, but unfortunately these paws also help him rob birds' nests and open the latched doors of poultry houses to raid chicken coops.
9. Bumping into elephants in the dark became such an annoyance to motorists in Kandy, Ceylon, that they persuaded the municipal council to pass an ordinance compelling all elephants to wear lights.
10. The pudding was like a speckled cannon ball, so hard and firm, blazing in half of half-a-quartern of ignited brandy, and bedight with Christmas holly stuck into the top. — CHARLES DICKENS

6 RUN-TOGETHER SENTENCE AND SENTENCE FRAGMENT

If used wisely, signals are aids to a good performance. On a road or a railroad signals prevent accidents. In the recital hall the conductor leads the orchestra by signaling with his baton. A good writer marks the end of a thought with a period, a question mark, or an exclamation point and begins new thoughts with capital letters. Capitals and end punctuation help the reader by making clear what the writer means.

TEST 3A (Diagnostic). *Sentence Sense*

Indicate by 0, 1, 2, or 3 the number of complete sentences in each of the following. On your paper place a period between the number of the example and the answer.

RUN-TOGETHER SENTENCE, SENTENCE FRAGMENT 6

EXAMPLES

1. Tommy was to meet his partner in adventure at nine o'clock it was now eight-thirty
2. And that thrilling moment when the band plays "To the Colors" and the whole corps stands at attention

ANSWERS

1. 2
2. 0

The 2 shows that number 1 is two sentences. The 0 indicates that number 2 is not a sentence.

1. Harvey Park a place of refuge on hot sultry days where both young and old can picnic or swim
2. England at this time under King Henry who claimed himself to be the rightful ruler of France had invaded France
3. Now the thrilling scene above us was completely changed the sky was filled with little stars that looked like diamonds
4. A prevalent myth is that foreign films are far superior to American partially this is merely an expression of snobbishness
5. The kind of imagination that makes the stories in books and magazines more vivid and fascinating
6. How wonderful it would be to see huge mountains stretching away as far as the eye could see to be in the country in a deep forest of stately trees or to be in a foreign land where people dress differently and have different customs
7. Poor Mrs. Smith the things she had to put up with from those three demons
8. In captivity the beaver is not wholly a satisfactory animal like some human craftsmen he positively declines to work under observation and performs all his tasks at night
9. If one says "a black and white dog" he means one dog whose coat is partly black and partly white
10. Why are you frightened the pup is trying to play with you and will not bite you

6A RUN-TOGETHER SENTENCE

If a sentence ends with a comma or no punctuation mark and the next one begins with a small letter, the error is called a run-together sentence. The failure to use periods, question marks, and capitals is a serious fault, because it shows that the writer doesn't recognize a sentence. As soon as you know a sentence when you see it, you can avoid this error.

RUN-TOGETHER SENTENCE: To me Americanism is more than mere loyalty, it includes seeing other people's needs and doing something about them.

RIGHT: To me Americanism is more than mere loyalty. It includes seeing other people's needs and doing something about them.

6 RUN-TOGETHER SENTENCE, SENTENCE FRAGMENT

RIGHT: To me Americanism is more than mere loyalty; it includes seeing other people's needs and doing something about them.

To avoid the run-together sentence, use a period after every principal clause with its modifiers unless it is clearly connected with another principal clause to form a compound sentence. When in doubt, use the period. One way of finding where to put capitals and periods is by reading aloud what you write.

The semicolon is used between the members of a compound sentence that are not connected by a conjunction.

Style plays a very important part in modern life; a change in style may destroy a business.

PRACTICE 16. Correcting Run-together Sentences

On your paper punctuate and capitalize the following sentences. Draw one line under the subject and two lines under the verb of every simple sentence or principal clause.

EXAMPLE

There is a great need for doctors, nurses, and teachers, many young men and women should train for these fields.

There is a great need for doctors, nurses, and teachers. Many young men and women should train for these fields.

1. In your next letter please tell me about your teachers, perhaps a few of my instructors are still there. ([To] tell is an infinitive.)
2. The woman next door to us is always listening in on our telephone conversations, isn't she nosy?
3. Soon I am going to make some recordings with my orchestra and see how we sound, if we make good we can have a job playing for dances at the Green Shingle.
4. Martin Johnson liked to take pictures of lions he believed that they would not hurt anyone unless wounded, then they will charge anything in sight.
5. The Veterans of Foreign Wars Building is another interesting sight in our community, it is built on the top of a gently sloping hill.
6. After about seven hours the firemen managed to control the blaze in the Gertz Building by 2:30 P.M. it was again safe to enter the building.
7. The movie ended at eleven o'clock, while returning home, I saw the southbound Dixie Flyer coming down the track at sixty or seventy miles an hour.
8. Last Saturday we went to Lake Michigan to fish after an hour without a bite I was drowsy but a sharp jerk on my rod aroused me.
9. The air contains about 78 per cent nitrogen and 21 per cent oxygen, the remaining 1 per cent is made up of other gases.
10. We find many references to Dickens' life in his books, for example, in

RUN-TOGETHER SENTENCE, SENTENCE FRAGMENT 6

Nicholas Nickleby he refers to the abuse the poor children endured in charity schools — treatment he experienced when a boy.

11. Probably the most primitive form of signaling was done by the Indians, who signaled with smoke from burning wood, with the use of a blanket they were able to direct the columns of smoke.
12. When Chester was thirteen years of age, he ran away from home, down at the dock he met an old sea captain, who advised him to run back home.
13. Poor Mike meanwhile was having a dreadful time, his whole office was cluttered with guinea pigs, which multiply rapidly.
14. The picture shows Joan of Arc upon a black steed, she is wearing a red cape over her armor and red plumes in her helmet.
15. All Boone's hair was pulled out except a tuft on the crown of his head, this was braided and a feather was stuck in it.

PRACTICE 17. Writing Sentences

As you copy the following selection, begin each sentence with a capital and end it with a period. There are thirteen sentences.

On the east bank of the Nile River is the city of Cairo, founded by a victorious Arabian general in the tenth century although its early history was marked by strife and destruction, the capital of Egypt has prospered as a center of trade between East and West in the older portion of the city the streets are narrow and dirty, but above the squalor rise the beautiful domes and minarets of countless mosques in the best known of these the body of the Sultan Hasan lies in a polished marble sarcophagus under a great wooden dome

The streets of Cairo, noisy and colorful, are like those of no other city in the world Egyptian women swathed in black veils glide by, and merchants squat cross-legged before their shops in these bazaars candy, jewelry, rugs, slippers, antiques, and countless other articles are offered for sale sheep, goats, and donkeys with blue necklaces wander at will through the streets a little boy with a goatskin on his back trudges from house to house selling Nile water for cooking and drinking

Over a thousand years ago the El Azhar Mosque was converted into a university which offers free instruction in Mohammedan culture, across the desert from Cairo is the Great Pyramid, the largest monument ever erected on the earth, to build this tomb for Cheops, an Egyptian king, 100,000 slaves labored twenty years the structure is about 450 feet high and covers approximately thirteen acres

6B SENTENCE FRAGMENT

When a period is used after a part of a sentence that does not by itself make complete sense, the fraction of a sentence is called a sentence fragment. If you are not sure that you have written a sentence, find the subject and the verb of the principal clause.

After studying the run-together sentence some pupils become over-cautious and put periods after incomplete sentences. Many authors,

6 RUN-TOGETHER SENTENCE, SENTENCE FRAGMENT

it is true, use sentence fragments intentionally. Probably your teacher will not object to your using an occasional sentence fragment for a definite purpose if by placing an asterisk (*) before it and writing "*Sentence fragment" at the bottom of the page you show that you understand what you are doing. But first make sure that you always know a sentence when you see it.

Avoid these three kinds of sentence fragments.

1. A group of words without a verb.

SENTENCE AND SENTENCE FRAGMENT: There are three kinds of smiles. The happy smile, the kind smile, and the false smile.

RIGHT: There are three kinds of smiles: the happy smile, the kind smile, and the false smile.

2. A participle, gerund, or infinitive used as the main verb of a sentence. Verbals do not make statements or ask questions and therefore never take the place of the main verb of the sentence. No *ing* word by itself is a predicate verb.

SENTENCE AND SENTENCE FRAGMENT: At six o'clock we started for the village at the head of the lake. Intending to reach home again before dark.

RIGHT: At six o'clock we started for the village at the head of the lake, intending to reach home again before dark.

SENTENCE AND SENTENCE FRAGMENT: Anne was always ready to help others. For instance, acting as Mrs. Wainright's secretary and running errands for her.

ONE SENTENCE: Always ready to help others, Anne acted as Mrs. Wainright's secretary and ran errands for her.

TWO SENTENCES: Anne was always ready to help others. She acted as Mrs. Wainright's secretary and ran errands for her.

To get rid of a sentence fragment, either add the idea to the preceding sentence or make the fragment a complete sentence.

3. A subordinate clause standing by itself.

SENTENCE FRAGMENT: If you sat down and considered the things we have inherited from the frontier people.

SENTENCE: Sit down and consider the things we have inherited from the frontier people.

SENTENCE AND SENTENCE FRAGMENT: Just think what we would look like without noses. Even if they are all sizes and shapes.

SENTENCE: Even if our noses are all sizes and shapes, just think what we would look like without them.

PRACTICE 18. Correcting Sentence Fragments

Correct the following. If necessary, supply a subject and a verb to make a principal clause. In each principal clause draw one line under the simple subject and two lines under the predicate verb.

RUN-TOGETHER SENTENCE, SENTENCE FRAGMENT 6

EXAMPLE

Among Herbert's friends were two he liked best. One a musician, the other an accountant.

Among Herbert's friends were two he liked best, a musician and an accountant.

1. The speed laws are important. Especially in the more thickly populated sections of town.
2. Malcolm St. Clair was six feet tall. Dark complexion, wavy hair, and blue eyes.
3. I hope your father will be able to show us around Washington. Because I've heard a great deal about the city's buildings, monuments, and museums.
4. Father dropping his newspaper on the floor when he remembered that it was the night of the bowling contest, Johnny leaving his schoolbooks scattered about to rush off to the football game.
5. I vowed never again to give the child ice to eat and to keep an eye on him always. See that he didn't have dangerous playthings.
6. Since the new requirements for graduation are better than the old. Because they broaden the pupil's training and better fit him for life. Every school in the city should adopt the new requirements.
7. *Aztec Treasure House* is full of strange adventures. For example, the discovery of the flooded city.
8. If anyone comes near the nest, the bird begins to gasp for breath and roll around as if wounded. In this way leading the person quite a distance from the nest.
9. Boonesborough was a typical fort on a slight slope. A high stockade and two entrances opposite each other.
10. Mr. Johnson said that the speakers leaned on the desk and used too many notes. Also that Mary, Richard, and Joseph spoke distinctly but that Margaret mumbled her words.

PRACTICE 19. Correcting Run-together Sentences and Sentence Fragments

Correct the following. If necessary, supply a subject and a predicate for a principal clause. In each principal clause draw one line under the simple subject and two lines under the predicate verb.

1. The bomber approaches its target at two hundred or three hundred miles an hour, the bombardier must pick out his target while the plane is still five or six miles away.
2. King went to California to make some easy money. Not by prospecting for gold, but by selling supplies to the other gold miners.
3. There is a bird I have never seen before what kind is it?
4. When we meet a stranger, we are impressed by his appearance and his manner. But most by his conversation.
5. Mr. Humphrey has had many years of experience in training animals he

6 RUN-TOGETHER SENTENCE, SENTENCE FRAGMENT

- places the dog third in intelligence among those he has educated the seal is another favorite pupil in his animal school.
- This term I should like to learn to write entertaining letters and essays. Also to construct a good outline for a report.
 - Ira Marshall won the title of world-champion corn-grower in competition with the best farmers in every state in the country in addition he and his son placed second in the state wheat-growing contest.
 - One day last summer my cousin and I went to Fire Island, about three o'clock in the afternoon we decided to take a ride on a launch that would carry us to the other side of the island.
 - In *A Tale of Two Cities* there are many characters worth talking about. For instance, Madame Defarge, who just sat knitting, not looking at anyone but taking everything in.
 - The river steamer had just landed, the first person to walk down the gangplank was a small man dressed in a bright blue suit.

TEST 3B (Mastery). *Sentence Sense*

Indicate by 0, 1, 2, or 3 the number of complete sentences in each of the following. On your paper place a period between the number of the example and the answer.

- For instance the afternoon that Lieutenant Olson was in his quarters on the ship reading a book
- The characters of the story are an old woman who had lived in the town all her life and whose only ambition was to sing in the choir a young girl from another town and a nephew of the choirmaster
- Dr. Morton tried ether on fish worms and his dog and on many other animals finally he offered to pay five dollars to any man who would let him use ether to pull teeth
- An American engineer constructing an electric plant in the Belgian Congo had to improvise substitutes for missing dowel pins the steel pins turning up later as nose ornaments of African tribesmen
- One day several boys were practicing jumping over a rod when it was Nijinsky's turn to jump a prankster lifted the rod Nijinsky fell and struck his head on the iron leg of a stand
- Carl Sandburg's poems about smoke-bound Pittsburgh with its steel mills and hurrying workers giving one a picture of the city's life
- The only thing left to do was to sound the alarm this signal would bring the engineering crew of the hospital running
- All the people who were once lords and ladies looked up to Crichton who had been a servant
- Two splendid clippers the *Flying Cloud* and the *Archer* raced the fifteen thousand miles from New York down around Cape Horn and up to San Francisco following the lanes Maury marked off for them and using his sailing directions
- For instance the intelligence of Buck one of the oxen on the farm who used his head to break pumpkins if his teeth failed

9

GRAMMATICAL USAGE

Correct Pronouns

Speaking well and writing well — marks of the educated man — depend on a solid grounding in the correct grammatical forms. Learn the forms now, and get into the habit of using them every time you speak or write.

TEST 4A (Diagnostic). *Pronoun*

Number your paper from 1 to 20. Next to each number write 1 if the first italicized word or expression in the sentence is correct or preferred, and 2 if the second is correct or preferred. Do not write a word. (Right — Wrong = Score) The rule numbers are given for later study.

1. Apparently somebody thought that the "Private — Keep Out" sign didn't apply to (1) *him* (2) *them*. 9E
2. (1) *Who* (2) *Whom* do you think our next President should be? 8B
3. No one had any idea that the wrinkled old man in the third act was (1) he (2) *him*. 8D
4. Miss Mainwaring has invited Emily and (1) *I* (2) *me* to join the Poetry Club. 8F
5. Wouldn't it be smarter to go with (1) *whoever* (2) *whomever* asks you first? 8C
6. I'm afraid Aunt May was less enthusiastic about the double feature than (1) *I* (2) *me*. 8A
7. Finally we saw a policeman, (1) *which* (2) *who* told us how to get to the museum. 11A
8. No one told Barbara and (1) *I* (2) *me* that the picnic had been called off. 8F
9. Mrs. Aldrich didn't appreciate (1) *him* (2) *his* staying until midnight. 8H
10. The majority of the Athenians did not understand Socrates, (1) *who*, (2) *whom*, they feared, would corrupt the minds of youth by his teachings. 8B
11. Many people call the cat cruel because of (1) *its* (2) *their* method of catching prey. 9A
12. Every camper has to pass a canoeing test before (1) *he* (2) *they* can go out on the lake alone. 9A, 9E

7 KINDS AND FORMS OF PRONOUNS

13. One July morning two neighbors and (1) *I* (2) *myself* started on a fishing trip to Cold Springs Harbor. 10B
14. Silas Marner found a little child, (1) *which* (2) *who* gradually led him back to normal life. 11A
15. Please give the flowers to (1) *whoever* (2) *whomever* answers the doorbell. 8C
16. At first I could not believe that the ragged beggar was (1) *he* (2) *him*. 8D
17. Will you play tennis with Tom, Alan, and (1) *I* (2) *me* this afternoon? 8F
18. Mrs. Primrose, the vicar's wife, was curt to Mr. Burchell, (1) *who* (2) *whom* she realized was in love with her daughter Sophia. 8B
19. Gail complained that she has to wait months for a letter from you or (1) *I* (2) *me*. 8F
20. Can you meet Jerry and (1) *I* (2) *me* in front of the Rivoli at seven? 8F

7 KINDS AND FORMS OF PRONOUNS

7A PERSONAL PRONOUN

A personal pronoun shows by its form whether it refers to the speaker, the person spoken to, or the person or thing spoken of.

DECLENSION OF PERSONAL PRONOUNS

	FIRST PERSON (SPEAKER)		SECOND PERSON (PERSON SPOKEN TO)
	Singular	Plural	Singular and Plural
NOMINATIVE	<i>I</i>	<i>we</i>	<i>you</i>
POSSESSIVE	<i>my, mine</i>	<i>our, ours</i>	<i>your, yours</i>
OBJECTIVE	<i>me</i>	<i>us</i>	<i>you</i>

THIRD PERSON (PERSON OR THING SPOKEN OF)

				Plural
	MASCULINE	FEMININE	NEUTER	
NOMINATIVE	<i>he</i>	<i>she</i>	<i>it</i>	<i>they</i>
POSSESSIVE	<i>his</i>	<i>her, hers</i>	<i>its</i>	<i>their, theirs</i>
OBJECTIVE	<i>him</i>	<i>her</i>	<i>it</i>	<i>them</i>

COMPOUND PERSONAL PRONOUNS

	Singular	Plural
FIRST PERSON	<i>myself</i>	<i>ourselves</i>
SECOND PERSON	<i>yourself</i>	<i>yourselves</i>
THIRD PERSON	<i>himself, herself, itself</i>	<i>themselves</i>

7B RELATIVE PRONOUN

A relative pronoun is a substitute for a noun and also does the work of a subordinate conjunction.

KINDS AND FORMS OF PRONOUNS 7

	Singular and Plural				
NOMINATIVE	who	which	what	that	whoever
POSSESSIVE	whose	whose			whosever
OBJECTIVE	whom	which	what	that	whomever

7C INTERROGATIVE PRONOUN

Interrogative pronouns are used in asking questions. *Who, whose, whom, which, and what* are often used as interrogative pronouns.

Who wrote "White Christmas"? *Whose* is the yellow convertible? *Whom* does she remind you of? *Which* is less expensive? *What* is yogurt?

7D DEMONSTRATIVE PRONOUN

Demonstrative pronouns point out. In English there are only two demonstrative pronouns: *this* and *that* with their plurals, *these* and *those*.

That is really my favorite, but I'm afraid *this* will have to do.

These are fresher, but *those* should be eaten up.

When *this, that, these, or those* modifies a noun or a pronoun, it is an adjective.

DEMONSTRATIVE PRONOUN: *This* is his fountain pen. *These* are his books.

ADJECTIVE: *This* fountain pen is his. *These* books are his.

7E INDEFINITE PRONOUN

Indefinite pronouns are vague or general substitutes for nouns. Examples are:

all, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, few, many, much, neither, nobody, none, no one, one, other, several, some, somebody, someone.

no one, one, other, several, some, somebody, someone.

PRONOUN: Gorillas have been hunted so much that *few* are left.

ADJECTIVE: Because they have been hunted so much, *few* gorillas are left.

(Modifies *gorillas*)

PRACTICE 1. Recognizing and Classifying Pronouns

On a separate sheet of paper make a list of all the pronouns in the following paragraphs and tell what kind each one is: personal, relative, interrogative, demonstrative, or indefinite. Give the person and number of every personal pronoun.

EXAMPLE

What does everyone think about her suggestion?

What — interrogative

everyone — indefinite

her — personal, third person singular

8 CASE OF PRONOUNS

One morning a radio announcer read the advertisement of a local shoe store which was having a sale of women's shoes. "These are unbelievable bargains, ladies," gushed the announcer. "All of these beautiful shoes were made by a famous New York designer, who charges fabulous prices for them. But you, ladies, can buy them for peanuts — just three-ninety-five."

The next day into the shoe store walked a smartly dressed woman, who was carrying a big paper bag. "I'd like to try on some of the shoes that you advertised yesterday," she explained. "What do you have in black suede?"

After trying on a few pairs, the woman found some that she liked. "These are the ones I want," she said to the salesclerk.

"That's fine, madam," said the clerk. "Is this a charge?"

"No, I'll pay for them now." She handed the clerk the huge bag that she had placed on the seat beside her.

"What's this?" asked the startled clerk.

"Peanuts," answered the woman calmly. "Three hundred ninety-five of them. Isn't that what your ad said?"

The woman got her shoes — but the ad was promptly rewritten. This time there wasn't anything said about peanuts.

8 CASE OF PRONOUNS

The case of a pronoun depends upon its use in its own clause.

8A SUBJECT

The subject of a verb (except of an infinitive) is in the nominative case.

He and Malcolm have built a radio station in their attic. (NOT *him and Malcolm*. He has built, NOT "him has built.")

Joe's younger brother is quite a bit taller than *he*. (*He* is the subject of the verb *is* understood.)

Those are the gloves I thought I'd lost forever. (NOT *them*)

We girls slept peacefully through all the excitement. (NOT *us girls*.)

We slept, NOT "us slept.")

8B WHO

An expression like *he says*, *I think*, or *I suppose* between *who* and its verb does not change the case of the pronoun. The case form of the relative pronoun *who* or *whoever* is determined by the use of the pronoun in its own clause.

I walked over to a woman *who* I thought was a salesclerk. (The three clauses are: *I walked over to a woman*; *who was a salesclerk*; *I thought*. *Who* is the subject of *was*.)

To London, Queen Mary summoned Elizabeth, *who* she had been told was plotting to seize the throne. (The three clauses are: *To London*, *Queen Mary summoned Elizabeth*; *who was plotting to seize the throne*; *she had been told*. *Who* is the subject of *was plotting*.)

For Saturday's game Coach McKinley will select the pitcher who he thinks can keep the Pomonoks' heavy hitters guessing. (The three clauses are: *For Saturday's game Coach McKinley will select the pitcher; who can keep the Pomonoks' heavy hitters guessing; he thinks. Who is the subject of can keep.*)

8C WHO, WHOEVER

Do not let *who* or *whoever*, when the subject of a verb, be attracted into the objective case by a preceding verb or preposition.

This afternoon Miss Farrell will announce *who* got the part of Judy in Junior Miss. (*Who* is the subject of *got*, not the object of *will announce*. The object of *will announce* is the noun clause *who got the part of Judy* in Junior Miss.)

At camp, when there was an extra dessert, our counselor would think of a number and then give the dessert to *whoever* made the closest guess. (*Whoever* is the subject of *made*, not the object of *to*. The object of *to* is the noun clause *whoever made the closest guess*.)

8D LINKING VERBS

The verb *to be* and other linking verbs take the same case after them as before them. *To be* never takes an object.

Wasn't it *she* who suggested having a folk-dance party in the first place? (*She* is a predicate nominative.)

Miss Pullin was shocked that we didn't know *who* the city manager was. (*Who* is the predicate nominative after the verb *was*.)

8E SUBJECT OF INFINITIVE

The subject of an infinitive is in the objective case. After verbs of making, telling, letting, wishing, expecting, thinking, knowing, commanding, believing, and the like the infinitive has a subject.

Remind *me* to take my watch to the jeweler's. (*Me* is the subject of the infinitive *to take*.)

We all expected the winner to be *him*. (Since *winner* is the subject of the infinitive *to be*, it is in the objective case. Therefore the word after the linking verb *to be* must also be in the objective case. *Him* is the correct form.)

8F OBJECTS

Direct objects of verbs, indirect objects, and objects of prepositions are in the objective case.

DIRECT OBJECT: The fortune-hunting Becky first sets her cap for Joseph Sedley, *whom* she sees as a good matrimonial prospect. (*Whom* is the direct object of the verb *sees*.)

8 CASE OF PRONOUNS

INDIRECT OBJECT: As payment for washing his car Uncle Sidney gives Joel and *me* a driving lesson whenever he has time.

OBJECT OF PREPOSITION: Between you and *me*, Charlotte plays a much better game of tennis from the sidelines than she does on the court.

Sometimes colloquial, or informal, English differs from formal English. In formal English *whom* is always used as the objective form. In informal English *who*, when it stands before a verb or preposition of which it is the object, is generally considered correct.

FORMAL ENGLISH

For whom is that?
To whom did you give the package?
Whom did you see at the game?
Invite whomever you wish.

COLLOQUIAL OR INFORMAL ENGLISH

Who is that for?
Who did you give the package to?
Who did you see at the game?
Invite whoever you wish.

PRACTICE 2. Using Correct Pronouns

Fill each blank with the correct or preferred pronoun. Be ready to explain the use in the sentence of each word you choose.

1. Randy wanted to see the boxing match on television. I was interested in the dramatic show. Randy and ——— compromised by watching a variety program. (I, me)
2. Mother sent me a batch of cookies in my laundry case. She baked Bill a sponge cake. She certainly gives Bill and ——— the right kind of attention. (I, me)
3. We can't sing without Bud. We can't play charades without her. It won't be much of a party without Bud and ———. (her, she)
4. No one but Sam volunteered to help decorate the gym. No one would head the Clean-up Committee but me. Nobody does any work around here but Sam and ———. (I, me)
5. Jack is a better pitcher than Phil. He is also a far better fielder than I. He'd be missed much more than either Phil or ———. (I, me)
6. The boys say we spend all our time gossiping. They think ——— girls talk too much. (us, we)
7. The tallest boy in our class is Jeff. The shortest girl is she. The strangest looking couple at the prom were Jeff and ———. (her, she)
8. Without a word Miss Sanders gave us each an hour's detention. She never gave ——— boys a chance to explain. (us, we)
9. Haven't you copied your theme? Hasn't he written up his chemistry experiments? Don't you and ——— ever do any work in study hall? (he, him)
10. We waited an hour for Janet. We waited even longer for him. It seems we always have to wait for Janet and ———. (he, him)

PRACTICE 3. Using the Correct Case

Read the following sentences, filling each set of blanks with *he* and *I* or *him* and *me*. Then read the sentences a second time, filling the blanks with *Bob* and *I* or *Bob* and *me*. The third time use *she* and *I* or *her* and *me*. The fourth time use *he* and *Jack* or *him* and *Jack*.

- | | |
|---------------------------------------|----------------------------------|
| 1. — made the semifinals. | 16. near — |
| 2. saw — | 17. beside — |
| 3. wrote — a letter | 18. as tired as — |
| 4. It was —. | 19. chose — |
| 5. not without — | 20. nobody except — |
| 6. — burst out laughing. | 21. gave — a bulldog |
| 7. Are — invited? | 22. The winners were —. |
| 8. expected — to perform | 23. told — the story |
| 9. older than — | 24. — met at the game. |
| 10. laughing at — | 25. met — at the game |
| 11. from — | 26. prizes for — |
| 12. always criticizing — | 27. The officers are —. |
| 13. paid — five dollars | 28. tossed — some colored balls |
| 14. believes the conspirators to be — | 29. — took the nine o'clock bus. |
| 15. Was it — you saw? | 30. took — to the airport |

8G APPOSITIVE

An appositive agrees in case with the noun to which it refers.

The two youngest members of the staff, Elsie Werge and *I*, are the official errand runners for the editor-in-chief. (*Members* is the subject of *are*. *I*, the nominative form, is correct because it is in apposition with *members*.)

The editor-in-chief sent his official errand runners, Elsie Werge and *me*, out to get sandwiches for the staff. (*Errand runners* is the direct object of *sent*. The objective *me* is correct because it is in apposition with *errand runners*.)

8H MODIFIER OF GERUND

A pronoun modifying a gerund is in the possessive case.

There's no point in *our* both taking umbrellas. (*Our* modifies the gerund *taking*.)

I don't remember *his* saying anything about a quiz. (*His* modifies the gerund *saying*.)

What is the difference between these two sentences?

We were amazed at *his* jitterbugging.
We were amazed at *him* jitterbugging.

9 AGREEMENT OF PRONOUN AND ANTECEDENT

In the first sentence *jitterbugging* is a gerund modified by the possessive pronoun *his*. What amazed us was the jitterbugging itself — which may have been either amazingly good or amazingly bad. In the second sentence *jitterbugging* is a participle modifying the objective pronoun *him*. The emphasis of the sentence has been shifted to *him*. What amazed us was to see a dignified person like *him* jitterbugging.

PRACTICE 4. Using Correct Pronouns

Correct the wrong sentences and give a reason for each change you make. Four sentences are right.

EXAMPLE

Let's give a Halloween party, you and Barbie and I.
Let's give a Halloween party, you and Barbie and me. (*Me* is in apposition with *us*, the object of *let*.)

1. Now there are two people who won't be at the meeting, Hal Keith and him.
2. Mother never seems to mind me bringing home guests for dinner without warning.
3. Tell whoever comes that Sam and I have gone down to the garage to pick up the Chevy.
4. Between you and me, I don't think it was fair of Miss Waite to ask us whom all the signers of the Declaration of Independence were.
5. We're determined to show the boys that we girls can ski just as well as them.
6. I suspected it to be him the minute he said in a clipped British accent, "Whom shall I say is calling?"
7. If you register as a Republican, does that mean you're obligated to vote for whomever is running on the Republican ticket?
8. The poem ends with the suicide of Richard Cory, who the townspeople thought had everything a person could want in life.
9. This might have happened to you or I or any other person.
10. Paul never dreamed that the thief was her.
11. Father won't let my sister and me go out alone in the canoe.
12. Tom invited two other friends and I to spend the week end with him and his family at Lake Bonaparte.
13. Do I know Scarborough? Why, I used to visit him and his wife.
14. As for Hazel and I, we just sat on the steps and wondered.
15. Whining softly, the puppy curled up between him and I.

9 AGREEMENT OF PRONOUN AND ANTECEDENT

9A PRONOUN AND ANTECEDENT

A pronoun agrees with its antecedent in number, person, and gender. Find the antecedent of the pronoun. Then decide whether the antecedent is singular or plural.

AGREEMENT OF PRONOUN AND ANTECEDENT 9

It's not always easy for a person to admit that *he* has been in the wrong.
The hum of a hummingbird is caused by the movement of *its* wings.

9B COLLECTIVE NOUN

A collective noun takes a singular pronoun when the group is thought of and a plural pronoun when the individuals are thought of.

The staff elected *its* editorial board at today's meeting.

The staff handed in *their* articles to the faculty sponsor for checking.

9C AND

Two or more singular antecedents joined by *and* require a plural pronoun.

Lewis and Clark chose as *their* guide a French trapper named Charbonneau.

9D OR, NOR

Two or more singular antecedents joined by *or* or *nor* require singular pronouns.

Either Ben or Larry will lend you *his* knapsack. (Think of the sentence this way: Either Ben will lend you *his* knapsack, or Larry will lend you *his* knapsack.)

Neither Jean nor Charlotte remembered *her* lines.

9E EACH, EVERY

As a rule, *each*, *every*, *either*, *neither*, *one*, *many a*, *a person*, and compounds with *body* and *one* take singular pronouns. Antecedents like *each*, *anyone*, and *everybody* are especially troublesome.

Each of the delegates was given a badge with *his* name and school on it.

Everybody in the balcony complained that *he* had missed most of the dialog.

CORRECT COLLOQUIAL ENGLISH: Everybody in the balcony complained that they had missed most of the dialog.

In conversation and informal writing the plural pronoun is correct with a word like *everybody*, particularly when the pronoun clearly

9 AGREEMENT OF PRONOUN AND ANTECEDENT

refers to more than one. It is preferable to recast the sentence with an unquestionably plural noun.

The people in the balcony complained that *they* had missed most of the dialog.

9F YOU

Do not use *you* or *your* when another pronoun is clearly needed.

Before bedtime I drink a cup of warm milk because it helps ^{*me*} ~~you~~ go to sleep.

9G HIS OR HER

His is generally preferable to the clumsy *his* or *her*.

Every employee contributes a part of *his* salary every week to the group charities fund.

9H ANIMALS

Masculine pronouns are used ordinarily in referring to most animals; neuter pronouns, in speaking of insects or other small creatures.

The *horse* pawed the ground nervously with *his* forefoot.

A young spider builds a perfect cobweb without instruction the first time *it* tries.

9I HIS, ONE'S

His may be used to refer to *one*. Some authorities, however, consider *one's* better usage.

In Japan one removes *his* (or *one's*) shoes before entering a house.

PRACTICE 5. Using Correct Pronouns

Select the correct pronoun to complete each sentence and give the reason for each choice.

1. It seems that every time I ride on a train I sit next to a person who is dying to tell me — life history. (*his*, *their*)
2. If anyone on your Christmas list is a baseball fan, why don't you give — Arthur Daley's *Times at Bat*? (*him*, *them*)
3. If a guest in a Quaker household doesn't know about the custom of silent grace before a meal, — may be a little baffled by what seems to be an awkward silence after everyone is seated at the table. (*he*, *they*)
4. Today neither Grace nor Marie likes to be reminded that — once bought dresses in chubby sizes. (*she*, *they*)

RELATIVE PRONOUN 11

5. You can tell what school an Australian boy goes to from the band on — straw hat. (his, their)
6. Neither Harry nor Sam has finished — term paper. (his, their)
7. The committee to write a new constitution will hand in — report at the next meeting. (its, their)
8. I have many things to do and a short time in which to do —. (it, them)
9. When Ginger saw a person she disliked, she would bark at — ferociously. (him, them)
10. Can you judge a person by — handwriting? (his, their)
11. Each wrangler on Tschirgi Ranch in Montana has eight or twelve horses which — in rotation. (he rides, they ride)
12. Since food and lodging are available at the huts scattered along the trails of the Appalachian Mountain Club, one can tramp in the woods for several days without having to break — back carrying equipment and provisions. (his, their)

10 COMPOUND PERSONAL PRONOUN

10A INTENSIVES, REFLEXIVES

Two uses of compound personal pronouns are as intensives and as reflexives.

INTENSIVE

I *myself* prefer modern music.
Did you bake these cookies *yourself*?

REFLEXIVE

Sometimes I hate *myself*.
Learn to laugh at *yourself*.

10B NOT SUBJECTS

Most careful speakers and writers do not use the compound personal pronouns as subjects. *Myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves* are compound personal pronouns. "Hisself" and "theirselves" are incorrect forms.

himself?

Is Herbert going by ~~hissself?~~

are you?

I'm fine, thanks. How's ~~yourself?~~

I

This evening Jan and ~~myself~~ are going to see an amateur production of Gilbert and Sullivan's *Iolanthe*.

RELATIVE PRONOUN

11

11A WHO, WHICH, THAT

Who refers chiefly to persons; *which*, to animals or things; *that*, to persons, animals, or things. *Who* may be used in referring to an animal that is thought of as an intelligent being. The relative pronoun *that* is often used in essential subordinate clauses, but it is not used in non-

11 RELATIVE PRONOUN

essential clauses. The omission of an essential subordinate clause changes or destroys the meaning of the principal clause.

I am reading about the colonial "sluggard waker," *who* awoke sleeping members of the congregation by means of a foxtail or an iron ball on a long stick.

One of the most famous of Nevada's ghost towns is Hamilton, *which* in 1869 had a population of thirty thousand.

The Monongahela River is the only river of any consequence in the United States *that* flows due north. (*That flows due north* is an essential clause. Omitting it would destroy the meaning of the principal clause.)

What never has an antecedent. The relative pronoun *what* is equivalent to *that which*.

I don't know *what* you mean.

Is there any store near by ^{*that*} ~~what~~ sells light bulbs?

As is used as a relative pronoun after *such* and *same*.

Jim's reaction to the movie was the same *as* mine.

PRACTICE 6. Choosing Correct Pronouns

Select the correct or preferred pronoun to complete each sentence. Give the reason for each selection.

- Girls don't like boys — use an automobile horn for a doorbell. (*what, which, who*)
- I spent an hour or so calling up my friends, all of — had already seen the movie. (*which, whom*)
- The wood thrush, — has a lovely, flutelike song, spends its winters in Central America. (*that, which, who*)
- The gypsy moth, — is common in the eastern states from Maine to New Jersey, strips and in time may kill trees. (*that, which, who*)
- Jess and — are building a darkroom in one corner of the cellar. (*I, myself*)
- Red and Andy made several trips to the shed for armfuls of wood, — they stacked beside each of the stoves. (*that, which*)
- Dr. Langley is the collector — gave me those rare stamps. (*which, who*)
- The men — work in the International Mail Service have the world at their fingertips. (*which, who*)
- After the examination Sue and Barbara gorged — on pizza pies at Tony's. (*themselves, themselves*)
- Madeline Clark and — work at the Red Cross every Saturday morning. (*I, myself*)
- In Jefferson High there are many ambitious, hard-working pupils, some of — graduate in three and a half years. (*which, whom*)

12. On Friday night Joe and — are going to the hockey game at Madison Square Garden. (I, myself)

PRACTICE 7. Using Correct Pronouns

Choose the correct or preferred pronoun in each pair of parentheses. Explain the use in the sentence of each word selected.

1. On my test I wrote that the author of *Arrowsmith* was Upton Sinclair. Ruth Anne is sure that it wasn't (he, him). (Who, Whom) did you say it was?
2. Just between you and (I, me), Cornelia isn't the outdoor type. Why don't you invite someone (who, whom) you're sure likes to skate?
3. Dr. Redfern apparently suspects Matt and (I, me) of rolling the bowling balls down the hall, but (us, we) two are not the guilty ones. (Who, Whom) do you suppose did it?
4. Dad won't let Wendy and (I, me) take the kittens. Give them to (whoever, whomever) has a cat-loving father.
5. Bill and (he, him) have built (themselves, themselves) a clubhouse in a vacant lot because Mrs. Delaney objected to (their, them) cluttering up her living room with airplane models and glue pots.
6. Neither Carol nor (I, me) had any idea (who, whom) the murderer was until we came to the last page.
7. It was very encouraging to (us, we) boys to read that James Watt, the brilliant inventor of the first practical steam engine, did as poorly in his schoolwork as Keith and (I, me) do.
8. If there's anyone (who, whom) you think might be willing to help Ed and (I, me) paint scenery, tell (him, them) to come to the auditorium about three.
9. Since neither Dudley nor (he, him) can play tennis until (his, their) chores are finished, let's you and (I, me) practice our serves.
10. (Who, Whom) do you think will substitute for Holton in left field, Charley or (I, me)?

TEST 4B (Mastery). Pronoun

Number your paper from 1 to 20. Next to each number write 1 if the first italicized word or expression in the sentence is correct or preferred, and 2 if the second is right or preferred. Do not write a word. (Right — Wrong = Score)

1. The collapse of the bridge of San Luis Rey causes the death of five people, (1) *who*, (2) *whom*, Brother Juniper feels, must have been destined for some reason to die at that particular moment in their lives.
2. Mother and Dad don't like the idea of (1) *our* (2) *us* driving to New York in Al's jalopy.
3. You two are playing Joel and (1) *I* (2) *me* in the quarter-finals.
4. (1) *Who* (2) *Whom* did you say the composer of *Clair de Lune* is?

11 RELATIVE PRONOUN

5. Bring your money for the prom tickets to Steve Porter or (1) *I* (2) *me* by Friday.
6. Mrs. Lester had made sugar doughnuts and popcorn balls for (1) *whoever* (2) *whomever* rang her bell on Halloween.
7. The boys who really deserve the credit for winning the game are Jack and (1) *he* (2) *him*.
8. Eustacia decides to marry Clym Yeobright, (1) *who* (2) *whom* she hopes will take her to Paris.
9. If it hadn't been for George and (1) *he* (2) *him*, we'd probably still be lost in the wilds.
10. Mrs. Carney gave Charles and (1) *I* (2) *me* a dollar for raking the leaves on her lawn.
11. The baby named Thomas Luck softens the hearts of the rough miners of Roaring Camp, one of (1) *which* (2) *whom* drowns trying to save the child's life.
12. If you see anyone with an empty cup, tell (1) *him* (2) *them* we'll have a fresh pot of coffee ready in a few minutes.
13. Cliff and (1) *I* (2) *me* won first and second place in the 220-yard hurdles.
14. (1) *Us* (2) *We* girls are making surgical dressings for the Red Cross.
15. The bus driver and (1) *I* (2) *myself* had a few harsh words this morning.
16. Whenever anyone compliments Mary on her appearance, she thinks (1) *he is* (2) *they are* just trying to be kind.
17. Miss Armstrong asked Jane and (1) *I* (2) *me* to prepare the program for the next meeting of the class club.
18. The Barclays had a daughter (1) *which* (2) *whom* they called Elaine.
- 19, 20. Ask (1) *whoever* (2) *whomever* that is on the phone if (1) *he* (2) *they* can call back in a half hour.

Correct Verbs

When a mother called out the window to a girl watching Billy in his carriage, "Leave him lay; I'm learning him to set," she showed that she was not in the habit of using verbs correctly. Teachers and textbooks can acquaint you with the principles of good English, but the most important part, habit formation, is up to you. If you have trouble with a particular verb, watch for it and use it correctly every time. With repeated use the right form will sound right and look right. Soon you will form the right habit.

TEST 5A (Diagnostic). *Verb except Agreement of Verb and Subject*

Number your paper from 1 to 20. Next to each number write 1 if the first italicized word or expression in the sentence is correct or preferred, and 2 if the second is right. Do not write a word. (Right - Wrong = Score) The rule numbers are given for later study.

1. If Diana (1) *had* (2) *would have* noticed the price tag on the hat, she never would have tried it on. 20D
2. Mrs. Bingham intended (1) *to have knitted* (2) *to knit* argyle socks for her grandsons for Christmas. 21E
3. Randy seized the blazing wastebasket and (1) *ran* (2) *runs* over to the window. 21D
4. After an hour's search I found my ring (1) *laying* (2) *lying* in a curl of dust behind the sofa. 16B
5. (1) *Did you write* (2) *Have you written* your bread-and-butter letter to Mrs. Chandler yet? 21B
6. Somebody must (1) *have* (2) *of* used the piano top for an ashtray. 19B
7. Just as we were complaining loudly about the heat, Ann (1) *came* (2) *come* in with a pitcher of ice-cold lemonade. 15
8. When Romeo heard the false report of Juliet's death, he (1) *bought* (2) *buys* a powerful poison from an apothecary. 21D
9. I can't get a good picture of my nephew because he won't (1) *set* (2) *sit* still long enough. 16B
10. Where were you when you discovered you (1) *had lost* (2) *lost* your bill-fold? 21C
11. The table looked as if it had (1) *fallen* (2) *fell* from the top of the Chrysler Building. 19D
12. Before long the doe found her fawn (1) *laying* (2) *lying* wounded beside the spring. 16B
13. What (1) *shall* (2) *will* we call our new sailboat? 17C
14. When Aeneas and his companions (1) *saw* (2) *seen* the one-eyed monster, Polyphemus, they hurriedly set sail. 15
15. Before long, rumors drifted in that Edward's army (1) *had won* (2) *won* the battle. 21C
16. When Ernest (1) *became* (2) *become* old, his face looked like the Great Stone Face. 15
17. Sandy (1) *hadn't ought* (2) *ought not* to have stayed in the water so long. 19C
18. Last week end I (1) *have read* (2) *read* *Westward Ho!* 21A
19. According to the newspaper account, the burglar just (1) *laid* (2) *lay* down on a bed in the furniture department and slept until morning. 16B
20. When the situation demanded it, Captain Bligh (1) *showed* (2) *shows* his courage and intelligence. 21D

12

TENSE

12A TENSE

Tense means time. The present tense is used for present time; the past tense, for past time; and the future tense, for future time.

PRESENT TENSE

Now I *come*
Now I *bring*

PAST TENSE

Yesterday I *came*
Yesterday I *brought*

FUTURE TENSE

Tomorrow I *shall come*
Tomorrow I *shall bring*

13 TRANSITIVE AND INTRANSITIVE

The present tense is used to express habitual action and is preferred for a permanent truth.

HABITUAL ACTION: Mr. Greenman *walks* to work.

A PERMANENT TRUTH: Dad explained that air *is* an excellent insulator.

Since we cannot express all our thoughts with these three tenses, we have three additional tenses called the "perfect tenses."

12B PRESENT PERFECT

The present perfect tense represents action completed at some indefinite past time or continuing (at least in its consequences) in the present.

Millicent *has sent* her short story to the *Atlantic*. (Indefinite past)

I *have had* a headache all day. (I still have it.)

Joy *has seen* Laurence Olivier's *Hamlet* five times. (Indefinite past)

12C PAST PERFECT

The past perfect tense represents action completed before some past time.

When I saw the dismayed expression on Betty's face, I realized that I *had spoiled* her surprise. (The spoiling preceded the realizing.)

12D FUTURE PERFECT

The future perfect tense represents action that will be completed before some future time. It is seldom used.

By the end of the summer we *shall have driven* over six thousand miles.

13 TRANSITIVE AND INTRANSITIVE

13A TRANSITIVE, INTRANSITIVE

A verb is transitive if it has an object or if the subject is acted upon. Other verbs are intransitive.

In the days of the Roman Empire only barbarians *wore* trousers. (*Wore* is transitive, because it has a direct object, *trousers*.)

In the days of the Roman Empire trousers *were worn* only by barbarians. (The subject, *trousers*, is acted upon.)

In each of the following sentences the verb is intransitive, because (1) it hasn't an object and (2) the subject is not acted upon.

Carbon dioxide *accounts* for the fizz in your glass of root beer.

The price of tea in London toward the end of the seventeenth century *ranged* from \$25 to \$30 a pound.

Skiing *is* the fastest sport on two feet. (*Be* with all its forms never has an object.)

ACTIVE AND PASSIVE 14

A verb may be transitive in one sentence and intransitive in another.

TRANSITIVE: Lynn *played* the piano for us after dinner. (*Played* has a direct object, *piano*.)

INTRANSITIVE: Lynn *played* for us after dinner. (*Played* does not have a direct object. The subject is not acted upon.)

A few verbs like *be*, *seem*, and *appear* are always intransitive. When a verb connects a predicate nominative or predicate adjective with the subject, it is a linking verb and is intransitive.

↖ ↗
Martha *seemed* upset about something.

↖ ↗
This milk *tastes* slightly sour.

14

ACTIVE AND PASSIVE

A transitive verb can say the same thing in two ways. It has two voices. A transitive verb is in the active voice if it has an object and in the passive voice if the subject is acted upon. Intransitive verbs lack voice.

ACTIVE: The cook *threw* fire irons, saucepans, plates, and dishes at the Duchess. (The cook acted.)

PASSIVE: Fire irons, saucepans, plates, and dishes *were thrown* at the Duchess by the cook. (Fire irons, saucepans, plates, and dishes were acted upon.)

14A VOICE

A verb that has a direct object is transitive active. If the subject is acted upon, the verb is transitive passive. Other verbs are intransitive and, as such, lack voice.

A chamois *can leap* over ravines sixteen to eighteen feet wide. (Since there is no object and the subject is not acted upon, the verb *can leap* is intransitive and lacks voice.)

The Bermuda Islands consist of coral skeletons. (Intransitive)

A verb in the passive voice always includes some form of *be* as a helper: *is driven*, *was driven*, *will be driven*, *has been driven*, *had been driven*.

PRACTICE 8. Recognizing Transitive Active, Transitive Passive, and Intransitive Verbs

Number your paper from A1 to 10 and from B1 to 10. Beside each number write *i.* for an intransitive verb, *t.a.* for a transitive active verb, and *t.p.* for a transitive passive verb. Give the direct object of every verb you label *t.a.*

15 PRINCIPAL PARTS AND CONJUGATION

NAVIGATION

A. 1. Navigation has an interesting history. 2. For centuries men have ventured forth upon the sea. 3. Modern methods of navigation, however, are fairly recent. 4. In ancient times sailors felt their way from point to point along the coast. 5. Seldom did they sail out of sight of land. 6. This method of navigation is called "coasting" or "piloting."

7. The first steps toward scientific navigation were made by the Phoenicians and the Greeks. 8. From the height of the Pole Star above the horizon they calculated their location. 9. In the twelfth century the mariner's compass was used for the first time. 10. This is still the navigator's most essential instrument.

B. 1. By the time of Columbus and Magellan the location of a ship could be roughly determined by two instruments, the astrolabe and the cross staff. 2. These instruments were not, however, very satisfactory. 3. Longitude could not be accurately fixed without a reliable clock. 4. In 1765 LeRoy of Paris perfected the chronometer. 5. This very fine type of clock shows the time at Greenwich, London — 0° longitude.

6. The forerunner of the modern sextant, the quadrant, was also invented in the eighteenth century. 7. With this instrument a navigator could measure accurately the height of the sun or a star. 8. Nowadays sextants are designed for split-second calculations.

9. These new inventions were an invaluable aid to Captain James Cook on his famous voyages of discovery in the South Pacific region. 10. Modern navigation has been greatly aided by the use of the radio.

15 PRINCIPAL PARTS AND CONJUGATION

Conjugating a verb is giving all its forms in order. Study the conjugation of *to see* on pages 320-321.

PRACTICE 9. Conjugating

Conjugate *buy* and *run*.

From the principal parts of a verb — the present tense, the past tense, and the past participle — all other parts or forms are derived. Sometimes the present participle is given as a fourth principal part: *attacking, beating*.

A regular verb forms the past tense and past participle by adding *ed* or *d* to the present: *talk, talked, talked; move, moved, moved; defeat, defeated, defeated*. Verbs that do not form the past tense and past participle in this way are irregular. The dictionary gives the principal parts of irregular verbs only.

Do not drop the *d* or *ed* of the past tense and past participle of a regular verb: *asked, helped, walked, seemed, used*. *Said* is the past tense of *say*.

Mrs. Randall *asked* me to dinner.

PRINCIPAL PARTS AND CONJUGATION 15

FORMATION OF TENSES

If you know the principal parts of a verb, you can readily form the six tenses.

	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
Principal parts of <i>choose</i>	choose	chose	chosen

ACTIVE VOICE (THE SUBJECT ACTS.)

Present tense = first principal part = I choose, he chooses

Past tense = second principal part = I chose, he chose

Future tense = *shall* or *will* + present tense = I shall choose, he will choose

Present perfect tense = *has* or *have* + past participle = I have chosen, he has chosen

Past perfect tense = *had* + past participle = I had chosen, he had chosen

Future perfect tense = *shall have* or *will have* + past participle = I shall have chosen, he will have chosen

PASSIVE VOICE (THE SUBJECT IS ACTED UPON.)

Present tense = *am*, *is*, or *are* + past participle = I am chosen, he is chosen, they are chosen

Past tense = *was* or *were* + past participle = I was chosen, they were chosen

Future tense = *shall be* or *will be* + past participle = I shall be chosen, he will be chosen

Present perfect tense = *has been* or *have been* + past participle = I have been chosen, he has been chosen

Past perfect tense = *had been* + past participle = I had been chosen, he had been chosen

Future perfect tense = *shall have been* or *will have been* + past participle = I shall have been chosen, he will have been chosen.

Study the principal parts of the following irregular verbs:

PRESENT TENSE	PAST TENSE	PRESENT PERFECT TENSE (Past participle in italics)
	1	
I begin	I began	I have <i>begun</i>
I drink	I drank	I have <i>drunk, drunken</i>
I ring	I rang	I have <i>rung</i>
I run	I ran	I have <i>run</i>
I shrink	I shrank	I have <i>shrunk</i>
I sing	I sang	I have <i>sung</i>
I sink	I sank	I have <i>sunk</i>
I spring	I sprang	I have <i>sprung</i>
I swim	I swam	I have <i>swum</i>

Rung, shrunk, sung, sunk, and sprung are permissible in the past tense but are seldom used.

15 PRINCIPAL PARTS AND CONJUGATION

2

I break	I broke	I have <i>broken</i>
I choose	I chose	I have <i>chosen</i>
I freeze	I froze	I have <i>frozen</i>
I speak	I spoke	I have <i>spoken</i>
I steal	I stole	I have <i>stolen</i>
I swear	I swore	I have <i>sworn</i>
I tear	I tore	I have <i>torn</i>
I wear	I wore	I have <i>worn</i>

3

I blow	I blew	I have <i>blown</i>
I fly	I flew	I have <i>flown</i>
I grow	I grew	I have <i>grown</i>
I know	I knew	I have <i>known</i>
I throw	I threw	I have <i>thrown</i>

4

I arise	I arose	I have <i>arisen</i>
I drive	I drove	I have <i>driven</i>
I ride	I rode	I have <i>ridden</i>
I rise	I rose	I have <i>risen</i>
I stride	I strode	I have <i>stridden</i>
I strive	I strove, strived	I have <i>striven, strived</i>
I thrive	I throve, thrived	I have <i>thrived, thriven</i>
I write	I wrote	I have <i>written</i>

PRACTICE 10. Using Correct Tenses

Write sentences containing the past tense active of *begin, spring, sing, sink, ring, run, swim, drink, know, throw*; the present perfect tense of *spring, sing, begin, ring, run, swim, wear, break, freeze, tear, steal, speak*; the past perfect tense of *drive, arise, ride, rise, strive, stride, thrive, write*; and the past tense passive of *freeze, break, and tear*. You may write a separate sentence for each or use a number of the forms in one sentence.

PRINCIPAL PARTS OF OTHER VERBS

Which of these verbs are regular?

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
attack	attacked	attacked
be	was	been
bear (<i>carry</i>)	bore	borne
beat	beat	beaten
become	became	become

PRINCIPAL PARTS AND CONJUGATION **15**

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
bite	bit	bitten
bring	brought	brought
burst	burst	burst
buy	bought	bought
climb	climbed	climbed
come	came	come
dive	dived	dived
do	did	done
drag	dragged	dragged
draw	drew	drawn
drown	drowned	drowned
eat	ate	eaten
fall	fell	fallen
forget	forgot	forgotten, forgot
get	got	got, gotten
give	gave	given
go	went	gone
hang	hung	hung
hang (on gallows)	hanged	hanged
hurt	hurt	hurt
lay	laid	laid
lead	led	led
leave	left	left
lie (<i>recline</i>)	lay	lain
say	said	said
see	saw	seen
set	set	set
shake	shook	shaken
show	showed	shown, showed
sit	sat	sat
slay	slew	slain
swing	swung	swung
take	took	taken
teach	taught	taught

Dove as the past tense of *dive* is an accepted colloquialism.

PRACTICE 11. Using Correct Verb Forms

Insert in each sentence the verb form named. Supply the active voice of a transitive verb unless the passive is asked for. When in doubt, consult the conjugation on pages 320-321 or the list of principal parts.

1. When King John (past of *see*) the provisions of the charter, he (past of *become*) angry.
2. Eileen (present perfect of *take*) the driving test three times.

15 PRINCIPAL PARTS AND CONJUGATION

3. After the other guests (past perfect of *go*), Connie and Jim (past of *give*) a demonstration of the Charleston.
4. After Julius Caesar (past perfect of *drive*) the Germans out of Gaul, he (past of *bring*) the entire province under his control.
5. I (present perfect of *forget*) most of the folk ballads we (past of *sing*) in camp last summer.
6. When Robbie (past of *swing*) the door shut, one of Mother's cranberry glasses (past passive of *break*).
7. After she (past perfect of *eat*) a sample of her own pie, Clara (past of *give*) the rest to me.
8. Pam and I (past perfect of *know*) about the surprise party for weeks.
9. After Thomas Jefferson (past perfect of *write*) the first draft of the Declaration of Independence, Benjamin Franklin and John Adams added their suggestions.
10. When Dad (past of *come*) downstairs whistling, I (past of *know*) that I (past perfect passive of *forgive*).
11. By dinnertime on Christmas Day, Billy (past perfect of *break*) most of his new toys.
12. The Liberty Bell cracked in 1835, when it (past passive of *ring*) during the funeral of Chief Justice John Marshall.
13. Just as the detective was about to reveal who (past perfect of *stole*) the necklace, I found that a page (past perfect passive of *tear*) out of the magazine.
14. To my dismay Mrs. Wemple (past of *begin*) to describe for the fifth time exactly how she (past perfect of *fall*) on the icy sidewalk.
15. Wendy (past of *run*) upstairs excitedly to announce that one of the water pipes (past perfect of *burst*).
16. In 1780 Major John André (past passive of *hang*) as a spy.
17. After Beowulf (past perfect of *slay*) Grendel, the monster's mother sought vengeance.
18. A ranger in Yosemite National Park told us that often bears (present perfect of *bite*) the hands that fed them.
19. For nearly one hundred years the heavy pendulum of the grandfather clock (past of *swing*) tirelessly back and forth.
20. The frightened recruits (past perfect of *throw*) their rifles away and (past perfect of *climb*) to the top of the mountain.
21. For twelve hours Chris and I (past perfect of *eat*) nothing.
22. Mrs. Harper (past of *come*) out and (past of *say*), "Who (past of *throw*) the snowball?"
23. Phyllis (present perfect of *break*) an antique teapot.
24. During the night the water in the bucket (past perfect of *freeze*).
25. Yesterday the postman (past of *bring*) me good news.
26. In the middle of Colonel Archer's speech Emily's balloon (past perfect of *burst*) with a loud pop.
27. At the meeting we (past of *see*) a magician, who (past of *do*) some marvelous tricks.
28. As soon as the bell (past perfect of *ring*), I (past of *begin*) to gather up my books.

29. For lunch that cat (present perfect of *eat*) a mouse and (present perfect of *drink*) a saucer of milk.
 30. Unfortunately the paper on which the message (past perfect passive of *write*) (past passive of *tear*) into several pieces.

PRACTICE 12. Using Correct Tenses

Use in sentences the past tense of *come, do, burst, give, become, see, run, beat*; and the present perfect tense of *do, come, take, ride, give, go, see, eat, fall*. You may use two or three of these verb forms in one sentence.

PROGRESSIVE AND EMPHATIC FORMS

What's the difference in meaning between these two sentences?

When I arrived, Bill left.

When I arrived, Bill was leaving.

Use the progressive form of a tense for an action that is going on at the time referred to. (Progressive = in progress) The progressive form combines the helping verb *to be* with the present participle of the main verb.

PRESENT: I am working

PAST: I was working

FUTURE: I shall be working

PRESENT PERFECT: I have been working

PAST PERFECT: I had been working

FUTURE PERFECT: I shall have been working

The emphatic form of a tense combines the helping verb *to do* with the present tense of the main verb. It is used only in the present and the past tense.

PRESENT: I do work

PAST: I did work

16

SIT, SET, LIE, LAY, RISE, RAISE

The principal parts of six troublesome verbs are:

PRESENT TENSE	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
sit (<i>occupy a seat</i>)	sitting	sat	sat
set (<i>place</i>)	setting	set	set
lie (<i>recline or rest</i>)	lying	lay	lain
lay (<i>put down or place</i>)	laying	laid	laid
rise (<i>ascend</i>)	rising	rose	risen
raise (<i>elevate</i>)	raising	raised	raised

16A SET, LAY, RAISE

Set, lay, and raise are, as a rule, transitive verbs; in the active voice they require objects. *Set* is intransitive in "The sun is setting," "He set

16 SIT, SET, LIE, LAY, RISE, RAISE

out on a long journey," "The coat sets well," "How soon will the cement set?" and "That hen is setting on fourteen eggs." *Setting hen* is good idiomatic English. "The coat sits well," "The hen is sitting on fourteen eggs," and "sitting hen" are correct also.

16B SIT, LIE, RISE

Lie and *rise* are intransitive; they do not take objects. *Sit* is usually intransitive. *Sit* is transitive in "He sat me down in a chair" and "I'll sit the baby in his high chair."

About midnight Barbara *laid* her book on the bedside table, snapped off the light, and *lay* down to sleep. (*Book* is the direct object of *laid*. *Lay* has no object.)

Pushing ahead of me, the woman *sat* down heavily and *set* her bundles on the bench beside her. (*Sat* has no object. *Bundles* is the direct object of *set*.)

If you want to ask a question *raise* your hand, wait to be recognized, and then *rise* to your feet.

PRACTICE 13. Using *Lie*, *Lay*, *Sit*, *Set*, *Rise*, and *Raise*

Correct the wrong sentences and explain according to meaning or grammar each change you make. Write C after the number of a correct sentence. Five sentences are right.

EXAMPLE

After lunch Beth went up to her room and laid down.

After lunch Beth went up to her room and lay down. Since there is no direct object, *lay*, the past tense of the intransitive verb, is correct.

Or: *Lay*, the past tense of the verb meaning *recline*, is correct.

- At night Lord Jim liked to set and tell stories to the sailors on board ship.
- The children had left all their toys laying around the living room.
- Save time to lie down for a while before the party.
- The cake didn't raise, because I had left out the baking powder.
- When I woke up the next morning I felt as though I had been laying on a bed of spikes.
- Don't you want to set nearer the screen?
- Sam is sure he laid his wallet on the dresser before going to bed.
- Every pay day, and for one or two days afterward, I was setting on top of the world.
- Jamaica lies in the Caribbean Sea, ninety miles south of Cuba.
- Please sit the plant on the window sill.
- Coming from Florida, I was surprised to find the snow still laying on the ground.
- The significance of the incident lays in its effect on the people in the lowest income group.

13. Soon Eppie set down by the fire.
14. The scythe laid in the rain so long that it got rusty.
15. Blackie has laid under the elm tree all afternoon.
16. Tyson laid his knapsack on his cot and sank wearily down beside it.
17. When I opened the garage, I found my rabbit laying on the floor.
18. Harry laid in the hammock while I washed the car.
19. Mother has laid down for a nap before dinner.
20. What's that package lying on the radiator?

PRACTICE 14. Using Troublesome Verbs

Fill each blank with the correct form in parentheses. Be ready to explain your choice.

It had looked like the beginning of a lazy Saturday afternoon. Dad was — (setting, sitting) comfortably in his easy chair beside the radio, and I was — (laying, lying) on the couch. I had — (sat, set) a tall glass of ginger ale within reach.

"Army," said Dad, "is — (laying, lying) in wait for Michigan and will win easily."

"Don't be too sure," I warned. "Michigan hasn't — (laid, lain) down in any game this season."

Toward the end of the first quarter, when it was Michigan's ball on the Army ten-yard line, Mother bustled in. We thought she had gone upstairs to — (lay, lie) down for a nap, but apparently there was something on her mind. "George, dear," she said, "since you're just — (setting, sitting) around doing nothing, would you help me rearrange the furniture? I've been — (laying, lying) in bed thinking about this room, and I've decided we ought to — (set, sit) your chair down here by the window and move the radio to the far corner."

"Move the radio!" Dad gasped. "Listen, Madge," he said hurriedly, — (laying, lying) his hand protectively across the radio, "after this game I'll move anything you want — anything. But right now I —"

"George, I just won't be able to — (lay, lie) down again for my afternoon rest until I've seen how it looks." To Dad's horror she pulled out the plug. "Now we'll just lift it up and — (set, sit) it down over there, and —"

Dad sprinted across the room with the huge radio, — (sat, set) it down with a thud, and started crawling around on his hands and knees looking for the outlet. After a moment we heard Bill Stern's voice announce a first down for Army. Dad — (sat, set) back happily in his chair. "You were right, dear," he said. "The radio *does* look better in this corner."

PRACTICE 15. Using Correct Verbs

In a short narrative or a series of sentences use the words *lie, lying, lay, lain, laying, laid, sit, sitting, sat, set, setting, rise, rising, rose, risen, raise, raising, and raised*.

20 MOOD

had

If we ~~would have~~ started at sunrise (we didn't), we would have reached Pittsburgh before sunset.

practiced

If Carol ~~would practice~~ regularly (she doesn't), she'd be an excellent pianist.

But: If Bill *was* at the party (he was), you doubtless *had* a good time.

But: If Fred *goes* to the game on Saturday (he may), I'll go with him.

20E WISH

The subjunctive is preferred for a wish.

I wish I *were* going to the Rose Bowl game. (COLLOQUIAL: I wish I was . . .)

20F AS IF

The subjunctive is also used after *as if* and *as though*, and after *I move that*, *I ask that*, *I suggest that*, and the like.

Mr. Porter treats Judy as if she *were* his own daughter. (COLLOQUIAL: as if she was . . .)

I move that the dance *be postponed*.

Marie suggested that the money *be spent* for a new rug.

I insist that Joe *be invited* to the caucus.

PRACTICE 16. Using Correct Verb Forms

Select the correct or preferred word or expression to complete each sentence.

1. Pam must — got off at the wrong station. (have, of)
2. I wish I — about ten pounds lighter. (was, were)
3. Either Mike or Dick must have — the garage window. (broke, broken)
4. — I call you back in a half hour? (May, Can)
5. Jane — to leave all her studying until the night before the exam. (hadn't ought, ought not)
6. If Dad — here, he'd get the car started somehow. (was, were)
7. Ellen might — given her mother a little warning before bringing home four dinner guests. (have, of)
8. If you — followed the recipe instead of your woman's intuition, these biscuits would be a little easier to bite into. (had, would have)
9. When — we find out whether we passed the aptitude test? (shall, will)
10. Judy looks as if she — miles away. (was, were)
11. You should have — to the faculty vaudeville show. (gone, went)
12. I wish I — remembered to pack my bathing suit. (had, would have)
13. — I see your color slides of the class picnic? (Can, May)
14. After putting on her make-up for the play, Sally looked as though she — a ninety-year-old woman. (was, were)

USING TENSES CORRECTLY 21

15. If you — warned me, I would never have started discussing politics with Mr. Erben. (had, would have)
16. One of us — to wait for Jerry. (had ought, ought)
17. Just as Alice was wishing that she — small enough to get through the doorway, she found a bottle labeled "Drink Me." (was, were)
18. If Bob — invited me earlier, I could have gone. (had, would have)
19. It must have — a lot of courage to set out on the Pacific on the raft *Kon-Tiki*. (taken, took)
20. If I — studied shorthand and typing in high school, I could find a job. (had, would have)

21 USING TENSES CORRECTLY

21A PAST TENSE

Use the past tense for action completed in the past. When the past tense is used, frequently a word, a phrase, or a clause in the sentence or in a preceding sentence places the action at a time in the past: *yesterday, last year, once.*

Yesterday afternoon I — my driving test. (have taken, took) (The taking was completed in the past; *took*, the past tense, is correct.)

This morning I — alone for the first time. (drove, have driven) (The driving took place in the past; *drove*, the past tense, is correct.)

21B PRESENT PERFECT TENSE

Use the present perfect tense to represent action completed at some indefinite past time or continuing in the present.

How do these sentences differ?

Connie spent three days in bed with a bad cold.

Connie has spent three days in bed with a bad cold.

In the first sentence *spent*, the past tense, describes an action completed in past time; Connie is no longer in bed. *Has spent* implies that Connie is still in bed; it refers to an action continuing in the present.

WRONG: Did the New York train leave yet?

RIGHT: Has the New York train left yet?

The *yet* shows that the speaker wishes to ask about all time up to the present minute; therefore the present perfect is correct. The question "Did the New York train leave on time this morning?" is correct, because the past tense refers to a particular past time.

We *have turned* the back yard into a skating rink. (It is still a skating rink.)

Jerry Andrews *has written* a story for the Quill contest. (Indefinite past time)

21 USING TENSES CORRECTLY

21C PAST PERFECT TENSE

Use the past perfect tense to place one past action before another.

Mrs. Witherell said that Mary *had* already *left* for the concert. (Both the saying and the leaving took place in past time, but the leaving took place before the saying. Hence the past perfect of *leave*, *had left*, is used.)

Just after I *had scoured* the sink, I noticed a pile of greasy saucepans on the stove.

PAST: I noticed a pile of greasy saucepans on the stove.

EARLIER PAST: I *had* scoured the sink.

EXCEPTIONS

When the family heard my new money-making scheme, they began to laugh.

When I saw Beverly at the hospital I hardly recognized her.

In these two sentences the time relation is too close to justify the use of the past perfect.

PRACTICE 17. Using Correct Tenses

Complete the following sentences. Give the tense of each verb you insert and explain why this tense is correct.

1. After accepting Don's invitation, I remembered that I — to baby-sit for Mrs. Douglas that night. (promise)
2. The Mindrums hate to leave the house they — in for twenty-five years. (live)
3. My Aunt Solveig — her childhood in Copenhagen. (spend)
4. Dexter calmly announced that we — out of gas. (run)
5. It was several days before Mal discovered that he — two of his ribs. (break)
6. Since he started his present job John — only one day of work. (miss)
7. Last season our basketball team — every game it played. (win)
8. Celia read a poem that she — especially for Janet's farewell party. (write)
9. Last week I — my Christmas shopping. (finish)
10. Now Sue wishes she — typing before going to college. (take)

PRACTICE 18. Using Past and Perfect Tenses

Write three good complex sentences in which you use correctly the past tense and three in which you use correctly the past perfect tense.

21D TENSE SHIFT

Do not carelessly shift from the past tense to the present or from the present tense to the past.

Roxane retires to a convent near Paris, where Cyrano ~~came~~^{comes} daily to see her.

The car jerked to a stop and out ~~jumps~~^{jumped} the excited driver.

21E PARTICIPLE, INFINITIVE

To express action earlier than that expressed by the main verb, use the perfect tense of the participle or of the infinitive; otherwise use the present tense.

Martha planned *to spend* her Christmas money for a cashmere sweater. (The spending did not precede the planning; hence the present infinitive is right.)

I am sorry *to have missed* the play. (Missing the play came before being sorry; hence the perfect infinitive is correct.)

Having been worn to exhaustion by Petruchio's bullying, Katherine becomes a quiet, dutiful wife. (The being worn to exhaustion precedes the becoming.)

21F MIGHT, COULD, WOULD, SHOULD

Might, could, would, and should, not may, can, will, and shall, are used after a past tense.

Dad *says* I *may* take the car this evening.
Dad *said* I *might* take the car this evening.

PRACTICE 19. Using the Correct Tense

Correct the wrong sentences and give a reason for each correction you make. Write *C* after the number of every correct sentence. Five sentences are right.

1. The birds were spreading the news that they have survived the storm.
2. Have you ever walked in your sleep?
3. When I see "Old Glory" being raised I think of all the boys who gave their lives so that our flag may wave freely.
4. One day Uncle Edgar came to dinner and asks if I would like to live in the country a month of the summer vacation.
5. Quatermain said he will accept Sir Henry's offer and leave on the next boat.
6. Professor Michaels wanted to have seen for himself the footprints of these prehistoric monsters.
7. Is there any way I can help you?

21 USING TENSES CORRECTLY

8. Polly would have loved to have gone to the beach with us.
9. Retreating to Valley Forge, Washington's army spent a terrible winter of cold and privation.
10. Just as I was about to get onto the bus, a stranger comes over to me and hands me a transfer.
11. We hoped to make a profit on the dance.
12. Gary didn't ski since his accident on the Nosedive.
13. William Legrand intended to have confounded his friend with his strange revelation of Captain Kidd's hidden treasure.
14. Lydia and Kitty, the two youngest daughters, are silly girls who are always dashing into town in search of pleasure, while their sister Mary could always be found reading a book and trying to learn something new.
15. Having completed his assignments, Don read *Moby Dick* till midnight.
16. A fierce attack followed, and seventy-five of the enemy are killed.
17. Joe didn't play hockey since his accident.
18. Mr. Wilkins was taken to a hospital, where the doctors discovered that he fractured his skull.
19. I was graduated from Thomas Jefferson High School in June with an academic diploma.
20. The Saxons disliked the Normans because the Normans ^{had} conquered them.

TEST 5B (Mastery). *Verb except Agreement of Verb and Subject*

Number your paper from 1 to 20. Next to each number write 1 if the first italicized word or expression in the sentence is correct or preferred, and 2 if the second is right. Do not write a word. (Right — Wrong = Score)

1. The "island" that Sindbad and some of his crew visit (1) *turned* (2) *turns* out to be a huge whale asleep.
2. The Victorian novelist Anthony Trollope is said to have (1) *written* (2) *wrote* a thousand words an hour.
3. When I first saw Sooty, she was a little black ball (1) *laying* (2) *lying* huddled in one corner of her kennel.
4. Mr. Sanford (1) *didn't pay* (2) *hasn't paid* me yet for mowing his lawn.
5. If I (1) *was* (2) *were* Mrs. Weaver, I wouldn't let Joey talk back to me like that.
6. When Kate returned to the first store, she learned to her dismay that the coat (1) *had been* (2) *was* sold.
7. If General Howe (1) *had* (2) *would have* followed up his advantage after defeating Washington's army in the Battle of Long Island, he might have ended the war then and there.
8. Hepzibah was so poor that she finally (1) *had* (2) *has* to open a little cent-shop.
9. Mrs. Patterson said we (1) *may* (2) *might* borrow her punch bowl and cups for our Christmas party.

AGREEMENT OF VERB AND SUBJECT **22**

10. When Peggy comes home on vacation, she goes out every night and (1) *lays* (2) *lies* in bed until noon every day.
11. In this morning's paper I (1) *saw* (2) *seen* an ad for a delivery boy at Hamilton's Market.
12. At our last meeting we (1) *decided* (2) *have decided* to have the invitations printed instead of writing them ourselves.
13. After lunch we (1) *laid* (2) *lay* on the grass under the sycamore tree for a half hour.
14. After a few days the cut on Ed's forehead (1) *began* (2) *begun* to heal.
15. Linda should have (1) *taken* (2) *took* more time preparing her report.
16. What (1) *shall* (2) *will* I tell Jerry if he calls before you're back?
17. Claire must (1) *have* (2) *of* wondered what we were whispering about.
18. The woman (1) *setting* (2) *sitting* beside me on the bus looked like Greta Garbo.
19. Mother reminded me that I (1) *had left* (2) *left* my bed unmade.
20. Stan (1) *hadn't ought* (2) *ought not* to wear blue jeans when he goes to see Ruth Anne.

22 AGREEMENT OF VERB AND SUBJECT

TEST 6A (Diagnostic). *Agreement of Verb and Subject*

Number your paper from 1 to 20. Next to each number write 1 if the first numbered italicized word or expression in the sentence is correct, and 2 if the second is right. Do not write a word. (Right — Wrong = Score) The rule numbers are given for later study.

1. Huck with his faithful friend Jim (1) *drift* (2) *drifts* down the Mississippi on a raft. 22G
2. There (1) *are* (2) *is* five thousand to ten thousand white cells in one cubic millimeter of blood. 22C
3. Knocking down all the pins with two balls (1) *give* (2) *gives* you a spare. 22G
4. Five dollars (1) *seem* (2) *seems* rather high for a steak dinner. 22M
5. The number of calories in a handful of peanuts (1) *are* (2) *is* surprisingly large. 22M
6. The committee of air raid wardens (1) *are* (2) *is* discussing all phases of community defense. 22O
7. My parents said you (1) *was* (2) *were* the best one in the play. 22B
8. We can't climb Hadley Mountain unless Mr. Thomson or Mr. Bell (1) *go* (2) *goes* with us. 22K
9. To me, Tchaikovsky is one of the composers who (1) *are* (2) *is* best taken in small doses. 22I
10. Every one of the defenders of the Alamo, including the two border heroes James Bowie and Davy Crockett, (1) *was* (2) *were* killed. 22G, 22N
11. Neither my mother nor my father (1) *enjoy* (2) *enjoys* playing bridge. 22K
12. One of my pet theories (1) *was* (2) *were* shattered when I discovered that it occasionally rains in California. 22G, 22N

22 AGREEMENT OF VERB AND SUBJECT

13. Arizona is one of the few cotton-growing regions in this country that (1) *do* (2) *does* not lose crops because of the boll weevil. 22I
14. A plate piled high with cheese enchilada, chicken-and-beef tamales, rice, fried Mexican beans, and tortillas (1) *was* (2) *were* set before each guest. 22G
15. (1) *Do* (2) *Does* either of you know what happened to the drama section of the *Sunday Times*? 22N
16. A black cap and bib (1) *identifies* (2) *identify* the gray chickadee. 22J
17. Good English, no less than good manners, (1) *are* (2) *is* necessary for success. 22G
18. List ten qualifications that, in your judgment, (1) *are* (2) *is* essential for a nurse. 22H
19. Avery with three assistants (1) *was* (2) *were* sent to the wreck. 22G
20. The thrill of whizzing down a snow-covered trail between rows of evergreens (1) *make* (2) *makes* up for the hard work of climbing. 22G

22A AGREEMENT OF VERB AND SUBJECT

A verb agrees with its subject in number and person.

Ordinarily a verb ending in *s* is singular, but a noun ending in *s* is plural: *a bird sings, birds sing; a student reads, students read.*

22B YOU

You always takes a plural verb. "You was" is wrong.

I wish you *were* going with us.

22C INVERTED SENTENCE

When the subject comes after the verb, find it and make the verb agree with it. In a sentence beginning with *there* the subject ordinarily follows the verb.

In 1950 there *were* fifty-two licensed women cab drivers in New York City. (The subject, *cab drivers*, is plural; hence *were* is correct.)

Here *come* our hamburgers now. (The subject, *hamburgers*, is plural; hence *come* is correct.)

On one counter *were* dozens of brightly colored silk scarves. (The subject, *dozens*, is plural; hence *were* is correct.)

22D DOESN'T

Avoid the illiterate error "he don't." *Doesn't* (*does + not*) is singular; *don't* (*do + not*) is plural.

I hope Marie *doesn't forget* the tickets. (*Does forget* agrees with the singular subject, *Marie*.)

22E SENTENCE WITH PREDICATE NOMINATIVE

A verb agrees with its subject, not its predicate nominative.

Oranges *are* the mainstay of Marjorie's new diet. (*Are* agrees with the plural subject, *oranges*.)

The mainstay of Marjorie's new diet *is* oranges. (*Is* agrees with the singular subject, *mainstay*.)

22F POSITIVE AND NEGATIVE

The verb agrees with the positive subject, not the negative.

Bill's loud voice, not his loud clothes, *is* what bothers me most. (*Is* agrees with the positive subject, *voice*.)

22G MODIFIERS AFTER THE SUBJECT

Don't be deceived by a modifier after the subject. Search out the subject and make the verb agree with it. A phrase beginning with *together with*, *as well as*, or *including* does not change the number of a subject.

Your first few days in a new job *are* likely to be confusing and even a little frightening. (*Are* agrees with the plural subject, *days*.)

My father, together with several other men in our neighborhood, *has* invested in a power-driven contraption for shoveling snow. (*Has* agrees with the singular subject, *father*.)

A deficiency of protein and of certain vitamins probably *leads* to a susceptibility to colds. (*Leads* agrees with the singular subject, *deficiency*.)

22H WHO, WHICH, THAT

To decide what form of the verb to use with the relative pronouns *who*, *which*, and *that* used as subject, find the antecedent of the pronoun and make the verb agree with it. A relative pronoun is placed near its antecedent.

On the drama page every week is a list of movies that *are* suitable for young people. (*That* is plural to agree with its antecedent, *movies*. *Are* is plural to agree with its subject, *that*.)

It is I who *am* responsible for the mix-up. (*Who* agrees with its antecedent *I* in the first person singular; hence *am*, the verb in the first person singular, is correct.)

22I ONE OF

Ordinarily make a verb plural in a relative clause following *one of*.

Jill's partner at the square dance was one of those boys who *refuse* to stop until everyone else has collapsed from exhaustion. (*Boys*, not

22 AGREEMENT OF VERB AND SUBJECT

one, is the antecedent of *who*. The relative pronoun is therefore plural and takes a plural verb, *refuse*.)

PRACTICE 20. Agreement of Verb and Subject

Find the subject of each missing verb. Is it singular or plural? Choose the verb in parentheses that agrees with the subject.

- A. 1. There — over 164 miles of shelving in the Library of Congress. (are, is)
2. An endless stream of luggage and trunks — on belt lines from the pier to a liner. (move, moves)
3. The best all-round camp illumination — kerosene lanterns. (are, is)
4. The concrete parking areas of the Pentagon Building — 64,000 cars. (accommodate, accommodates)
5. I'll bet that Barbara — know the difference between a hammer and a screw driver. (doesn't, don't)
6. A cupful of blueberries — enough for a good-sized batch of muffins. (are, is)
7. The last time I talked to your mother she said that you — planning to transfer to a college nearer home. (was, were)
8. Wax statuettes of every First Lady dressed in her gown for the Inaugural Ball — on display in the Smithsonian Institution. (are, is)
9. Can you name ten cities beginning with *M* that — a population of 500,000 or more? (has, have)
10. I, not Ellen, — to blame for the mess in our bedroom. (am, is)
11. It was one of those sweltering July days that — you want to trade places with an Eskimo. (make, makes)
12. In the cave — found skulls of prehistoric men. (was, were)
- B. 1. The amusing goings-on of the *Pickwick Club* — recorded in Dickens' *Pickwick Papers*. (are, is)
2. Recently I read that there — 2200 drive-in theaters in the United States. (are, is)
3. The influx of ski enthusiasts, poets, and Hollywood celebrities — turned the little mining community of Aspen, Colorado, into a booming resort town. (has, have)
4. Jean could get all A's if she'd study, but she — want to curtail her social life. (doesn't, don't)
5. It's the people you work with, not the pay check you get, that — a job worth while. (make, makes)
6. *Crime and Punishment* is one of the classics that — on almost every list of recommended reading. (appear, appears)
7. Mrs. Jerome's baking specialty — almond macaroons. (are, is)
8. I thought you — interested in baseball. (wasn't, weren't)
9. Can you think of any words that — with *gloomy*? (rhyme, rhymes)
10. Writing Christmas thank-you notes to friends and relatives usually — Molly until the end of January. (take, takes)

AGREEMENT OF VERB AND SUBJECT 22

11. There — many places in the cottage to hide money. (wasn't, weren't)
12. Elaine's feelings toward Lancelot — not the same as her brother's. (are, is)

22J AND

As a rule, compound subjects connected by *and* take plural verbs.

Lucille and I *were asked* to be guides on Parents' Night. (The compound subject *Lucille and I* means two people; hence the plural verb, *were asked*, is correct.)

EXCEPTIONS

1. A compound subject that names one person, thing, or idea is singular.

The founder and editor of our humor magazine *is* Bill Burkert. (founder and editor = one person)

Crackers and milk *is* my favorite Sunday evening supper. ("Crackers and milk" is one dish.)

A month's rest and relaxation *is* all I need. ("Rest and relaxation" is one idea.)

2. A compound subject modified by *many a*, *such a*, *each*, *every*, or *no* is singular.

Almost every cup and saucer in Mother's best set of china *has been chipped*. (Means "almost every one of the cups and saucers")

22K OR, NOR

Two singular subjects connected by *or* or *nor* take a singular verb.

Either Jack or his father *drives* into town every weekday morning. (Because the subject *either Jack or his father* means one, not both, the singular verb, *drives*, is correct.)

Neither Joe nor Larry *likes* classical music. (The subject *neither Joe nor Larry* means neither one; hence the singular verb, *likes*, is correct.)

22L DIFFERENT NUMBERS

When two subjects joined by *or* or *nor* are of different numbers or of different persons, the verb agrees with the nearer subject.

Which is correct?

My guess is that either a necktie or gloves — in that long box. (are, is)

The sentence means that either a necktie is in the box or gloves are. The verb *are* agrees with the nearer subject, *gloves*.

22 AGREEMENT OF VERB AND SUBJECT

RIGHT: Neither my sister nor my two brothers *appreciate* what I suffer as the baby of the family. (*Appreciate* agrees with the nearer subject, *brothers*.)

RIGHT: Every morning either Mary or I *am* late for breakfast.

BETTER: Every morning either Mary *is* late for breakfast, or I *am*.

22M PLURAL IN FORM BUT SINGULAR IN IDEA

A word that is plural in form but names a single object or idea takes a singular verb.

Fifteen million dollars *was* the price paid to France for the Louisiana Territory. (Fifteen million dollars is one sum of money; hence *was* is correct.)

Northwest Passage *is* considered one of Kenneth Roberts' most important novels.

Physics *is* a subject I plan to avoid.

Ten miles *is* quite a hike.

Nine times seven *is* sixty-three. (The plural is permissible.)

Nine and eight *is* seventeen. (The plural is permissible.)

Eighteen inches *is* half a yard.

Fractions, per cents, and such words as *all*, *more*, *most*, *some*, and *part* take a singular verb if the object of the following *of* is singular and a plural verb if the object of the following *of* is plural.

Half of the pie *has been eaten*.

Half of the cookies *have been eaten*.

Some of the work *has been done*.

Some of the members *have done* nothing.

Eighty per cent of the student body *has voted*.

Eighty per cent of the students *have voted*.

The number, as a rule, takes a singular verb; *a number* takes a plural verb.

The number of my records *is* rapidly *diminishing*.

A number of my records *were broken* at the dance last Saturday.

ALMOST ALWAYS SINGULAR: civics, economics, gallows, mathematics, measles, mumps, news, physics, the United States, whereabouts

ALMOST ALWAYS PLURAL: acoustics, ashes, athletics, barracks, clothes, golf links, gymnastics, oats, pincers, pliers, proceeds, riches, scissors, shears, suds, tactics, thanks, trousers

SINGULAR OR PLURAL: amends, means, politics

22N EACH, EVERY

As a rule, *each*, *every*, *either*, *neither*, *one*, *many a*, *a person*, and compounds with *body* and *one* take singular verbs.

Each of the china figurines *is* a collector's item.

Neither of the hats *looks* good on me.

22 O COLLECTIVE NOUNS

A collective noun takes a singular verb when the group is thought of and a plural verb when the individuals are thought of.

The cast *is* having a party in the Green Room after tonight's performance.
The cast *are* trying to figure out how to keep the party a surprise for Miss Abbott.

PRACTICE 21. Subject and Verb

Read the following and quickly supply *is* or *are* after each. Then repeat the exercise, using in turn *isn't* or *aren't*, *was* or *were*, *wasn't* or *weren't*, *doesn't* or *don't*, *has* or *have*.

- | | |
|---|---|
| 1. you | 14. a bowl of potato chips |
| 2. either the manager or his assistants | 15. the number of opportunities |
| 3. <i>The Canterbury Tales</i> | 16. one of those movies which |
| 4. one of the contestants | 17. one of the movies |
| 5. some of the skiers | 18. economics |
| 6. the first ten years of his life | 19. either you or she |
| 7. a representative of one of the leading insurance companies | 20. all of your criticism |
| 8. most of my next week's allowance | 21. his choice of words |
| 9. his best friend and constant companion | 22. the author of these books |
| 10. a number of boys | 23. my brother and his friend |
| 11. four dollars and ninety-eight cents | 24. a box of paper clips |
| 12. many a hiker | 25. the guests at Mother's dinner party |
| 13. everyone in both schools | 26. everybody at camp |
| | 27. my father, as well as my aunts |
| | 28. two thirds of a turkey |
| | 29. a set of encyclopedias |
| | 30. either Madeline or her cousin |

PRACTICE 22. Agreement of Verb and Subject

Correct the wrong sentences, giving a reason for each change you make. Six of the sentences are right.

- Studies in human posture indicates that unnecessary fatigue can result from improper sitting.
- There is a number of odd gloves and overshoes in the lost-and-found.
- Elaine says she won't go to the party unless you or Ruth goes too.
- Shooting holes in tossed-up playing cards were Annie Oakley's specialty.
- The tip and front edges of the tongue is especially sensitive to sweet and salty tastes.
- Half of the cookies Mother baked this morning has disappeared.
- Why doesn't the student council stop arguing and start doing something?
- Great Expectations* is written in the form of an autobiography.
- Neither of those dresses are suitable for wear in a business office.

22 AGREEMENT OF VERB AND SUBJECT

10. One of the bad habits that gives me trouble is my inability to arrive anywhere on time.
11. Do either of you know what it costs to rent a car?
12. Supplying her grandchildren with hand-knit sweaters, socks, and mittens keeps Aunt Agatha busy.
13. Professor Graham is disappointed that neither chemistry nor mathematics appeal to Ronald.
14. Five dollars are all we have in the club treasury.
15. There was many more at the game than we expected.
16. Pig's knuckles and sauerkraut is the specialty at that German restaurant.
17. Anyone who rides his bicycle after dark without a light and a reflector are liable to a fine.
18. The trouble with vacations are that they never last long enough.
19. Every one of these men have oil interests in California.
20. One of the things that make the book interesting is the stories about Dr. Grenfell.
21. Last winter there was in New York more worth-while plays than usual.
22. Retracting and letting down the wheels, working the wing flaps, and watching the propeller pitch is the work of a copilot.
23. Sam or one of the other boys have borrowed your canoe for the afternoon.
24. On their way out they came upon an oasis in which Sir Henry's brother and a servant was living.
25. Every summer visitor and native go to the Saturday night square dance.

TEST 6B (Mastery). *Agreement of Verb and Subject*

Number your paper from 1 to 20. Next to each number write 1 if the first numbered italicized word or expression in the sentence is correct, and 2 if the second is right. Do not write a word. (Right — Wrong = Score)

1. The coating on dry plates, films, and photographic papers (1) *are* (2) *is* made of gelatin.
2. The number of bones in the neck of a giraffe and the neck of a mouse (1) *are* (2) *is* exactly the same.
3. There (1) *are* (2) *is* about 250 lakes in Glacier National Park.
4. I never would have guessed that you (1) *was* (2) *were* Harriet's brother.
5. Ernest Dimnet's *The Brontë Sisters* (1) *give* (2) *gives* a charming and revealing picture of the daily life of the Brontës.
6. If either of you (1) *know* (2) *knows* how to put up a folding chair, I could use a little help.
7. The crew of the *Reluctant* (1) *was* (2) *were* grateful to Mister Roberts for getting them a liberty.
8. *Enervate* is one of those words that (1) *doesn't* (2) *don't* mean what you expect.
9. One of the wonders of the St. Louis World's Fair in 1904 (1) *was* (2) *were* ice-cream cones.
10. Walter Winchell's habit of coining words like "lohengrined" and "middle-

AGREEMENT OF VERB AND SUBJECT **22**

- aisled" for *married* (1) *has* (2) *have* been widely imitated by other newspapermen.
11. Underneath the leaves of the wintergreen (1) *are* (2) *is* hidden attractive, urn-shaped white flowers.
 12. Do you know any good French restaurants in New York that (1) *aren't* (2) *isn't* expensive?
 13. The waters of San Francisco Bay (1) *are* (2) *is* the blue-green color of the Mediterranean.
 14. Belts of wampum (1) *was* (2) *were* often exchanged between Indians and colonists as a sign of good faith when treaties and agreements were made.
 15. How the burglar got in without breaking a window and why he took only a few pieces of inexpensive costume jewelry still (1) *puzzle* (2) *puzzles* me.
 16. Neither King Lear nor Gloucester (1) *realize* (2) *realizes* the true state of things until it is too late.
 17. Only a few papers of the suburban edition (1) *go* (2) *goes* to the newsdealers.
 18. Neither of us (1) *was* (2) *were* paying any attention to where we were going.
 19. Each of the girls (1) *has* (2) *have* swum across the lake.
 20. Don Quixote with his faithful squire Sancho Panza (1) *go* (2) *goes* forth in search of adventure.

PRACTICE 23. Cumulative Review

Copy every wrong verb or pronoun, cross it out, and write the correct word or words above. Be prepared to give a reason for each change you make.

My brother Pete and myself always look forward to Judge Wicker's visits, because he's one of those people who never runs out of good stories. His collection of interesting facts about events of the last seventy years are amazing. Last Saturday, when we come back from playing tennis at Crescent Park, we seen him sitting on the side porch with Mother. Laying our bikes on the grass, we run over and greeted him.

"Hello, boys," he says. "If I would have knowed you two was going bike riding, I would have brung my high-wheeler with me."

"Have you ever rode one of those?" we chorused, remembering pictures we saw of ancient bicycles with tremendous front wheels.

Judge Wicker laughs. "Actually nobody but athletes with extremely thick skulls were very fond of high-wheelers. But the safety model introduced from England in the early 1880's was fantastically popular. You boys must of heard about the bicycle craze in this country during the '80's and '90's."

"Why, it didn't ever stop, did it?" said Pete. "Almost every one of we fellows has a bike."

"That's true," answered the judge, "but the enthusiasm for bicycles then were unbelievable. There was thousands of people which thought riding bicycles or watching bicycle races were the only pastime. Why, I saw somewhere that between 1890 and 1896 over \$100,000,000 were spent in this coun-

22 AGREEMENT OF VERB AND SUBJECT

try for bicycles. Of course prices was different then. In those days any man or woman were upset at paying as much as nineteen cents for a dozen eggs. There was over three hundred bicycle factories in the United States in 1899, and still the supply of new bicycles weren't up to the demand."

At this point Mother, who had been setting quietly, looks up from her knitting. "Human nature don't change much, I guess. As soon as the craze for bicycles or short haircuts die down, jitterbugging or canasta or television take over." Turning to we boys, she added, "When your father and I was a little older than you, we done the Charleston day and night. And in the '30's everybody who could still move a few muscles were dancing the Big Apple. Probably you never heard of it. Fads like that don't stay popular very long, but there's always plenty of new kinds of recreation that gets people excited. What about that frightful new record that you and Pete plays all the time? The one you say is absolutely sensational?"

"But, Mother," I begun to protest, "if you wasn't so old-fashioned you'd agree with Pete and I about that record. That isn't a fad."

Mother and Judge Wicker laughed. "Well, Judge," asked Mother, "did I prove my point or didn't I?"

Correct Adjectives, Adverbs, Nouns, Prepositions, and Conjunctions

TEST 7A (Diagnostic). *Grammar except Pronoun and Verb*

Number your paper from 1 to 20. Next to each number write 1 if the first italicized word or expression is correct or preferred, and 2 if the second is right. Do not write the word or words. (Right — Wrong = Score) The rule numbers are given for later study.

1. Haven't you said (1) *anything* (2) *nothing* to your father about the dent in the fender? 25M
2. The diamond is harder than (1) *any* (2) *any other* mineral. 25B
3. After beating the chocolate batter for about thirty seconds, add the vanilla and a half (1) *a cup* (2) *cup* of broken walnut meats. 25H
4. Mr. Steenrod recommended (1) *these* (2) *this* kind of tools for our workshop. 25D
5. Sandy swims very (1) *good* (2) *well* for a five-year-old. 25N
6. Uncle Carl says that if you ever want to see the new Rodgers and Hammerstein musical (1) *that you* (2) *you* had better send for tickets right away. 28B
7. A habit is (1) *harder* (2) *more harder* to break than you think. 25C
8. Mother enjoys parties more than (1) *Dad* (2) *Dad does*. 29A
9. Which movie of the double feature did you like (1) *best* (2) *better*? 25A
10. Cleaning the cellar was a full (1) *day's* (2) *days* work. 26C
11. College boys in the 1920's wore (1) *that* (2) *those* kind of coats to football games. 25D
12. Philip (1) *had* (2) *hadn't* been working hardly a month when he decided to quit his job and go back to college. 25M

COMPARISON OF ADJECTIVES 23

13. In the religion of the ancient Romans (1) *their* (2) *there* was a god even for the hinges on the door. 25P
14. The secretary and (1) *the treasurer* (2) *treasurer* of the Commercial Club were absent from yesterday's meeting. 25F
15. Well, (1) *as* (2) *like* I was saying, I knew I had seen the man before. 27A
16. Shakespeare's plays have been produced more times than (1) *any* (2) *any other* writer's. 25B
17. Pure silver is (1) *to* (2) *too* soft to stand up under constant wear. 25P
18. Our old house looks very (1) *different* (2) *differently* with a new family in it. 25O
19. We'll never win the tennis cup (1) *unless* (2) *without* you play. 27A
20. Patrice Munsel sang a different selection (1) *from* (2) *than* the one on the program. 27A

23 COMPARISON OF ADJECTIVES

Most adjectives have three forms:

This is a *big* helping of ice cream.
 This is a *bigger* helping than that one.
 This is the *biggest* helping of all.

23A POSITIVE, COMPARATIVE, SUPERLATIVE

Big, the **positive degree**, merely names the quality; the **comparative degree**, *bigger*, means that one has a higher degree of the quality than another; the **superlative degree**, *biggest*, means that one has more of the quality than any other compared or has the quality in the highest degree.

1. Most adjectives of one syllable and some adjectives of two syllables form the comparative and the superlative by adding *er* and *est* to the positive.

POSITIVE	COMPARATIVE	SUPERLATIVE
small	smaller	smallest
funny	funnier	funniest

2. Adjectives of three or more syllables are compared by putting *more* and *most* before the positive.

attractive	more attractive	most attractive
elaborate	more elaborate	most elaborate

3. Many adjectives of two syllables form the comparative and the superlative by putting *more* and *most* before the positive.

selfish	more selfish	most selfish
careless	more careless	most careless

25 CORRECT ADJECTIVES AND ADVERBS

Some adjectives are compared in both ways.

able abler, more able ablest, most able

4. Several adjectives are compared irregularly: *good, better, best; bad or evil or ill, worse, worst.*

5. Adjectives like *circular, round, perfect, endless, equal, entire, whole, single, unique, unanimous, daily, and every* are not compared.

DON'T SAY: That's the most unique necklace I've ever seen. (*Unique* means "one of a kind.") Do you see why it can't be compared?)

SAY INSTEAD: That's a unique necklace.

Or: That's the most unusual necklace I've ever seen.

24 COMPARISON OF ADVERBS

1. Most adverbs ending in *ly* form the comparative and superlative by putting *more* and *most* before the positive.

sadly more sadly most sadly

NOTE: Many adverbs are made from adjectives by adding *ly*: *sweet + ly = sweetly; soft + ly = softly; swift + ly = swiftly*. But *ly* is not always the mark of an adverb. Some adjectives already end in *ly* — *lively, lovely, and friendly*, for example.

2. Adverbs which do not end in *ly* commonly add *er* and *est* for the comparative and the superlative.

fast faster fastest
soon sooner soonest

3. Several adverbs are compared irregularly: *well, better, best; ill or badly, worse, worst.*

25 CORRECT ADJECTIVES AND ADVERBS

25A COMPARING TWO

Use the comparative when comparing two.

The Ohio State Limited is the ^{faster} ~~fastest~~ of the two trains.

Which of your eyes is the ^{stronger?} ~~strongest?~~

25B MORE THAN TWO

When the comparative is used for more than two, exclude from the group the object compared.

What's wrong with this sentence?

Susan talks faster than anyone I know.

CORRECT ADJECTIVES AND ADVERBS 25

Since you know Susan, she's included in the group *anyone I know*. How can Susan talk faster than Susan? That's what the incorrect sentence says.

RIGHT: Susan talks faster than anyone else I know.

Iowa grows more corn, oats, popcorn, and timothy seed than any ^{other} state.

25C DOUBLE COMPARISON

Avoid double comparison. Double comparison ("more wiser," "most beautifulst") was correct when Shakespeare wrote but has gone out of style.

Science is ~~more~~-easier for me than Latin.

In his waiting room Dr. Leonard always has the ~~most~~ latest copies of the *New Yorker* and *Life*.

PRACTICE 24. Using Comparatives and Superlatives

Correct the wrong sentences, giving a reason for each change you make. Two sentences are right.

1. The shoe salesman said that the right foot is usually the largest.
2. There are more lakes in Minnesota than in any other state.
3. It's more harder than it looks to drive a nail straight.
4. Which was invented earliest, the telephone or the electric light?
5. The Jacksons, our next-door neighbors, have more fun with less money than any family in town.
6. Conrad's *The Secret Sharer* is the most well-written short story in the collection.
7. Wouldn't it be more wiser to write your paper first and then see if there's enough time left to go to the movies?
8. When Beth and Peggy were coeditors of *The Lantern*, Beth worked the hardest and Peggy took the most credit.
9. I don't know which is worse, suffering at home with a toothache or suffering in the dentist's chair.
10. St. Augustine is older than any city in the United States.

25D THIS, THAT

This and *that* are singular and modify singular nouns; *these* and *those* are plural.

Where do you buy ^{that} ~~these~~ kind of pencils?

Say *this book*, not "this here book"; *that book*, not "that there book."

25 CORRECT ADJECTIVES AND ADVERBS

25E THEM

Them never modifies a noun.

those

I like ~~them~~ cookies your mother makes.

25F CONTRAST

Repeat the article before a second noun in a series for contrast, clearness, or emphasis.

What's the difference between a money order and *a* certified check?

The prompter and *the* stage manager were playing double solitaire backstage.

25G DIFFERENT OBJECTS

When two or more adjectives modify a noun, repeat the article only if different objects are meant.

After the party we were missing a blue and white cake plate. (One plate)
After the party we were missing a blue and *a* white cake plate. (Two plates)

25H A HALF HOUR

Say *a half hour* or *half an hour*, not "a half an hour."

Can you be ready in a half ~~an~~ hour?

25I SORT, KIND

Omit the article after *sort* and *kind*.

ALWAYS RIGHT: Connie's the *kind of* person who really enjoys being by herself.

COLLOQUIAL: Connie's the kind of a person who really enjoys being by herself.

25J A, AN

Use *a* before a consonant sound and *an* before a vowel sound. Think of sounds, not letters.

an hour

a useful book

a half hour

an unused book

25K GOOD USE

Avoid adverbs not in good use.

SAY	NOT
nowhere	no place <i>or</i> nowheres
anywhere	any place <i>or</i> anywhere's
everywhere	every place <i>or</i> everywhere's
somewhere	some place <i>or</i> somewhere's
not nearly	nowhere near

25L MANUFACTURED ADJECTIVES

Avoid using nouns awkwardly as adjectives.

POOR: A pluviometer is a rainfall measuring instrument.

RIGHT: A pluviometer is an instrument for measuring rainfall.

POOR: Mrs. Button has an amazing storytelling knack.

RIGHT: Mrs. Button has an amazing knack for storytelling.

PRACTICE 25. Correct Adjectives and Adverbs

Choose the correct or preferred word or expression in each sentence and give a reason for your choice.

- Gertrude is certainly — unusual name for a dog. (a, an)
- How often do you have to water — kind of begonias? (these, this)
- I can stay under water only about a half —. (a minute, minute)
- hamburgers taste of garlic. (Them, Those)
- Martha is making herself two skirts, a gray flannel and — one. (a tweed, tweed)
- What kind of — did you buy? (a bicycle, bicycle)
- Joe's usual opening remark is "Haven't I seen you — before?" (some place, somewhere)
- hunting rifle belonged to my grandfather. (This, This here)
- Which instrument does Merton play, the English horn or —? (oboe, the oboe)
- Jane has hunted — to find a candy dish like the one she broke at Mrs. Howell's party. (every place, everywhere)
- Mother's the sort of — who can concoct wonderful meals without a recipe book. (a cook, cook)
- Does — oculist grind lenses? (a, an)
- Father uses — kind of ashes to fertilize the garden. (these, this)
- When the storm broke, we were about a half — from home. (a mile, mile)
- The chairman and — of the evening have not yet arrived. (speaker, the speaker)

25M DOUBLE NEGATIVE

Avoid the double negative. Most negatives begin with *n* — *not*, *no*, *never*, *nothing*, *none*, *nobody*. The negative is not used with the half-negatives *hardly*, *scarcely*, *barely*, *only*, and *but* when it means *only*.

25 CORRECT ADJECTIVES AND ADVERBS

The farmer who gave us directions for getting to Newton didn't say ~~anything~~
~~nothing~~ about a fork in the road.
An hour after the exam started Charley hadn't hardly begun to answer the first question.
There wasn't only one dinner plate left in the Rutledge pattern.

PRACTICE 26. Avoiding Double Negatives

Correct the wrong sentences. Two of the sentences are right.

1. At first I couldn't see no empty seat.
2. Jan hasn't practiced on the piano but one day this week.
3. If you have never met Winnie-the-Pooh, you have a treat in store for you.
4. Because of the poor connection I couldn't scarcely hear a word Dad was saying.
5. If Harry doesn't send in his application soon, he'll find himself without no job.
6. Jack said nothing about the accident.
7. Wasn't there no one at the party who could play the piano?
8. Jim hadn't scarcely passed by when the stone fell.
9. I can't hardly believe that Kay would go back on her word.
10. I didn't hear no thunder.

25N ADVERB

Use an adverb to modify a verb, an adjective, or another adverb.

The ink spot came out ~~easy~~
~~easy~~ easily.

We ~~sure~~ hated to leave Sun Valley.
~~sure~~ certainly

The following thirty words are used as adjectives and also as adverbs.

best	close	far	just	low	slow
better	deep	fast	late	near	straight
bright	direct	full	light	pretty	well
cheap	early	hard	long	quick	wide
clear	fair	high	loud	right	wrong

ADJECTIVE: *best* automobile; *better* food; sun looks *bright*; potatoes are *cheap*; *clear* day; graduation is *close*.

ADVERB: runs *best*; works *better*; sun shines *bright*; bought them *cheap*; cut a piece *clear* off; stand *close*.

Drive *slow* or *slowly*. Come *quick* or *quickly*. Speak *louder* or *more* loudly.

25 O PREDICATE ADJECTIVE

After *be*, *become*, *grow*, *seem*, *appear*, *look*, *feel*, *taste*, *smell*, and *sound*, use a **predicate adjective** to describe the subject. Adverbs may be used after some of these verbs to describe the manner of the action.

Mary looked *unhappy*. (*Unhappy* is a predicate adjective describing Mary. *Looked* is a linking verb.)

Mary looked at me *unhappily*. (*Unhappily* is an adverb describing the manner in which she looked at me. *Looked* expresses action.)

Bill sounded *energetic*. *p. a.*

Bill sounded the gong *energetically*. *adv.*

Mother appeared *calm*. *p. a.*

Mother appeared *suddenly*. *adv.*

The fudge tasted *peculiar*. *p. a.*

Helen tasted the fudge *critically*. *adv.*

Which do you say?

I feel good. I feel well.

Both are correct. Though *well* is usually an adverb (she sings well, he dances well), it may also be used as an adjective to mean "in good health," "attractive," "satisfactory."

Grandfather looks *well*. *p. a.*

Nine o'clock and all is *well*. *p. a.*

Good is always an adjective.

Roger is a *good* pianist. He plays the piano *well*.

Marie did a *good* job. She did the job *well*.

Which is correct?

I feel bad. I feel badly.

"I feel bad" is the preferred expression, though "I feel badly" is acceptable.

25P TO, THEIR

Do not carelessly use *to* and *their* as adverbs.

There *too*
~~Their~~ were ~~to~~ many people trying to get onto the Hempstead bus.

26 PLURALS AND POSSESSIVES OF NOUNS

PRACTICE 27. Using Adjectives and Adverbs Correctly

Choose the correct or preferred word or expression in each sentence and give a reason for your choice.

1. Dana skis — for a beginner. (good, well)
2. — are many excellent reasons for studying history. (Their, There)
3. Think your answer through — before you start to write. (careful, carefully)
4. If you don't practice, — isn't much point in spending your father's money on piano lessons. (their, there)
5. I hardly recognized Betty Bond at first; she looked so — in evening clothes. (different, differently)
6. Jan was — surprised to get an A on her short story. (real, greatly)
7. Jinks has never learned that he's — big to be a lap dog. (to, too)
8. No matter what her mood is, Jess always sounds — over the telephone. (cheerful, cheerfully)
9. I can pick up the laundry — on my way home. (easy, easily)
10. New York subways aren't much fun to ride in, but they — are convenient. (certainly, sure)
11. Cliff has already memorized his part —. (perfect, perfectly)
12. Mrs. Rawdon refuses to ride with Doug, because he drives so —. (reckless, recklessly)
13. The cough medicine that Dr. Ainsworth prescribed tastes —. (delicious, deliciously)
14. The raft was — heavy to float on top of the water. (to, too)
15. When you are ready to leave a camping site, put out the fire —. (careful, carefully)
16. On the tennis court Al and I can beat you and Jerry —. (easily, easy)
17. In Korea, Jack Woodin was wounded —. (bad, badly)
18. Ted — sings loud enough in assembly. (certainly, sure)
19. Anne looks — in her new blue suit. (beautiful, beautifully)
20. — are — many spelling and punctuation mistakes in this theme. (Their, There) (to, too)

26 PLURALS AND POSSESSIVES OF NOUNS

Use these correct forms:

- The nearest town was five miles from our camp. (NOT *mile*)
 Carol knit her brother two pairs of argyle socks. (NOT *pair*)
 Mrs. Ford canned five bushels of tomatoes. (NOT *bushel*)
 Both boys are over six feet tall. (NOT *foot*)
 Dad brought home two pounds of chocolate candy. (NOT *pound*)
But: five-mile walk, three-quart kettle, ten-foot drop, two-pound box of chocolates, fifteen-minute intermission.

26A USING THE POSSESSIVE

The possessive case denotes ownership, possession, or connection.

Jim's sailboat Sally's laugh an hour's wait Shelley's poetry

Use the possessive when an *of* phrase can be substituted for the noun.

a bus driver's temper = temper of a bus driver

a day's work = work of a day

Shaw's plays = plays of Shaw

If the possessor is an inanimate object, the *of* phrase is ordinarily used instead of the possessive: *the plot of the book* (NOT "the book's plot"); *the color of her hair* (NOT "her hair's color").

EXCEPTIONS

Expressions of time: *a day's rest, two hours' drive, a year's training*

Expressions of measure: *a stone's throw, a quarter's worth, a boat's length*

Expressions implying personification: *for pity's sake, the law's delay, nature's laws*

In a few expressions both the *of* phrase and the possessive sign are used: *that card trick of Pete's, a pet expression of hers, a business friend of Dad's*

PRACTICE 28. Using Nouns Correctly

Correct or improve the faulty sentences. Two sentences are right.

1. It's more economical in the long run to buy two pair of shoes at one time and wear them alternately.
2. I think I've peeled five bushel of potatoes this morning.
3. Hadley is about four or five mile down this road.
4. Should a book's title suggest what the book is about?
5. We bought three bushels of beautiful McIntosh apples and two pounds of butter at the Clearview Farms, just an hour's drive from the center of town.
6. The tree's shadow was more than fifty foot long.
7. The fireman climbed upon the church's roof.
8. We rowed along two mile, following the shore's curve.
9. My room is fourteen foot long.
10. On the roof of the porch there are two pairs of bedroom slippers.

26B FORMING THE POSSESSIVE

The possessive case of a noun always has an apostrophe; the possessive case of a personal pronoun never has an apostrophe: *his, its, hers, theirs, ours, yours*.

26 PLURALS AND POSSESSIVES OF NOUNS

26C POSSESSIVE SINGULAR

To form the possessive singular of a noun, add 's. The possessive sign is always at the end of the name. Names ending in *s* may take the apostrophe only: *Charles'*, *Jones'*, *Dickens'*.

baby + 's = baby's

monkey + 's = monkey's

woman + 's = woman's

Gladys + 's = Gladys's

boy + 's = boy's

sister-in-law + 's = sister-in-law's

26D POSSESSIVE PLURAL

To form the possessive plural of nouns, first write the plural. If the plural ends in *s*, add an apostrophe. If the plural does not end in *s*, add 's.

SINGULAR	POSSESSIVE SINGULAR	PLURAL	POSSESSIVE PLURAL
woman	woman's	women	women's
baby	baby's	babies	babies'
child	child's	children	children's
Hicks	Hicks's	Hickses	Hickses'
son-in-law	son-in-law's	sons-in-law	sons-in-law's

For joint possession only one apostrophe is needed: *Lord and Taylor's window display*. If the possession is individual, the possessive sign is added to the name of each owner.

Joan's and Barbara's fathers are partners in the tennis tournament.

The apostrophe is sometimes omitted in business titles, names of schools, and geographical names: *Teachers College*, *Boys High School*, *Harpers Ferry*, *Pikes Peak*.

PRACTICE 29. Writing Possessives and Plurals

Write in four columns the singular, the possessive singular, the plural, and the possessive plural of each word.

Briggs	grandchild	mailman	penny	spy
charwoman	grocer	mosquito	pig	summer
editor-in-chief	Harris	mother-in-law	Riley	Thomas
enemy	hour	mouse	sheep	turkey
fox	it	mouth	skier	wolf

PRACTICE 30. Using Plurals and Possessives

Should the italicized word be singular, possessive singular, plural, or possessive plural? On your paper write the correct form of each italicized word.

Have you heard people say it's a *man* world? Maybe that's true in some *family*, but the *woman* definitely have the upper hand where I live. Dad and I, the only *man* in our household, have to put up with the *quirk* and *foible* of four *woman* — Mother and my three older *sister*. The root of the trouble is that our house has only two *bathroom*; one adjoins my *parent* bedroom and the other is my *sister* and mine.

Now, I don't mind having an *hour* wait for my shower while Janice, Jinks, and Phyllis take beauty *treatment*. That's just one of *life* little *hardship*, and I can usually do most of my next *day* homework while I'm waiting for them to emerge. I don't even mind having to hunt for the toothpaste behind a five *year* supply of shampoo *bottle*, eyebrow *pencil*, and lipstick *tube*. Then what does get my goat? Half a hundred *pair* of *stocking* — Janice *nylon* draped over the tub, Phyllis on the shower curtain rod, Jinks on the towel rack. Martin Johnson himself couldn't have led a safari through the *nylon* jungle in our bathroom.

One day a few *week* ago I decided it was high time I took *step* against this menace. With Dad help I cooked up a brilliant scheme. After collecting a *week* accumulation of dirty *sock*, Dad and mine, I locked myself in the bathroom with a box of soap *flake*. Well, it took two *hour* work — washing fifteen *pair* of *man* *sock* is a job for a Bendix — but I amused myself by imagining the expression on Janice, Jinks, and Phyllis *face* when they saw how I had redecorated the bathroom. Besides using every possible inch of hanging space, including the doorknob, all the *faucet*, and the window sill, I had artfully plastered an argyle squarely in the middle of the mirror, right where my *sister* *face* usually hang.

Chortling to myself, I casually strolled into the living room, picked up the *day* paper, and waited. It wasn't a long wait.

"Guess I'll do some washing and then go to bed," announced Phyllis. "I need a good *night* sleep." A minute later I heard her open the bathroom door and turn on the light. "Mother!" she hollered.

Dropping her magazine in alarm, Mother jumped to her *foot* and rushed out of the room. I strained my *ear* to catch Mother and Phyllis excited conversation in the upstairs hall.

Soon the two of them reappeared. "Tommy," said Mother, "you certainly did a professional job on those *sock* of you and Dad."

"Yes'm," I answered calmly, catching Dad eye.

"So professional, in fact," she continued, "that I think I'll just let you do all your own washing — and your *father* too — from now on."

It's a *man* world, you say? I don't want to hear about it.

PRACTICE 31. Using Plurals and Possessives

In sentences about people, birds, animals, books, or any other topic use eight singular possessives, five plurals, and four possessive plurals. Tell a story if you wish. Check (✓) plurals. Underline a possessive singular once and a possessive plural twice. Test each possessive by substituting an *of* phrase for it.

27 CORRECT PREPOSITIONS AND CONJUNCTIONS

27 CORRECT PREPOSITIONS AND CONJUNCTIONS

27A CONJUNCTIONS, PREPOSITIONS

Avoid interchanging conjunctions and prepositions.

1. *As* and *like*. *As* is usually a conjunction. *Like* is often used as a preposition.

Hal apologized to Mrs. Archer for behaving *as* he did at her party.
Hal apologized to Mrs. Archer for behaving *like* a roughneck at her party.

Like is often used as a conjunction, particularly in the South and the West.

Do *like* your mother tells you.

Most educated speakers and writers, however, prefer:

Do *as* your mother tells you.

2. *Than* and *from*. *Than* is a conjunction; *from* is a preposition. After *different* and *differently*, *from* is the preferred word.

Is a hare different *from* a rabbit?

Different than is being used with increasing frequency, particularly when it is followed by a clause.

AMERICAN COMMON USAGE: After a year in college Pauline looks very different *than* she used to.

PREFERRED USAGE: After a year in college Pauline looks very different *from* what she used to.

3. *Unless* and *without*. *Unless* is a conjunction; *without* is a preposition.

Bea won't play the piano for anyone *unless* she is coaxed for about an hour. (The subordinate conjunction *unless* is needed to introduce the subordinate clause *unless she is coaxed for about an hour*.)

Bea won't play the piano for anyone *without* being coaxed. (*Being coaxed* is the object of the preposition *without*.)

27B FOLLOWING, AFTER

Following is not a preposition. Use *after*.

After
~~Following~~ the game there will be a tea dance in the girls' gymnasium.

27C BEING

Being is a participle — never a conjunction or part of one.

Since

~~Being that~~ Wednesday is a holiday, our chemistry quiz has been postponed.

PRACTICE 32. Using Prepositions and Conjunctions Correctly

In each sentence pick out the correct or preferred word or expression, and give a reason for your choice.

1. — the reviewer in this morning's paper said, the curtain should have come down for good after the first act. (As, Like)
2. In New York you can't learn to drive — you have a learner's permit. (unless, without)
3. What happens to a bill — its first reading on the floor of the House? (after, following)
4. In architecture the new dormitory is completely different — the older buildings on campus. (from, than)
5. Joe ate his dinner — afraid it would get away from him. (as if he were, like he was)
6. — her father is in the entertainment business, Barbara has a pass to every movie theater in town. (Being that, Since)
7. "Woman in White" is very different — the other Picassos I've seen. (from, than)
8. I feel — coming down with a cold. (as though I were, like I was)
9. Don't start that mystery novel — you have time to finish it at one sitting. (unless, without)
10. Unfortunately my cake looked quite different — the one in the picture. (from, than)
11. — Mr. Derrick was the best music teacher in town, I asked him to criticize my playing. (Because, Being that)
12. The twins do not quarrel now — they did when they were children. (as, like)
13. — St. Malo is almost surrounded by water, it is cool in the summer. (Being that, As)
14. Life in the Naval Academy was quite different — Jack Wilson expected. (from what, than)
15. When the ghost of Banquo appeared at the feast, Lady Macbeth reproved Macbeth for acting — he did. (as, like)

28A DOUBLE SUBJECT

A pronoun and its antecedent are not used as subject of the same verb.

The woman who answered the telephone she had a French accent.

29 INCORRECT OMISSION

28B USELESS WORD

Omit every unnecessary preposition or other word.

The only evening Joan is free is ~~on~~ Thursday.

Fred's idea of good sport is pushing girls off ~~of~~ the raft.

PRACTICE 33. Getting Rid of Unnecessary Words

Correct the faulty sentences and give reasons. One sentence is right.

1. I'm sure that if it weren't for Pepper's pedigree that Mother would have banished our dog long ago.
2. When our exams are over with, Jerry and I are going to Stowe for a few days' skiing.
3. During the summer Dave left for work at about six every morning.
4. The girl Philip is engaged to she studies fashion design in New York.
5. In *Kon-Tiki* Thor Heyerdahl tells about how he and five other men sailed across the Pacific on a wooden raft.
6. The Cleanrite Laundry doesn't do a good job of anything except ripping buttons off of my shirts.
7. Mary usually starts out a letter with a two-page explanation of why she hasn't written sooner.
8. Dominicus Pike he met a man who told him an interesting story.
9. Jerry Cruncher's boots, which were clean when he came home from Tellson's bank, in the morning they were muddy.
10. Rockville Academy is the institution with which Mr. Stilson is connected with.
11. Miss Lewis secured for the girls a sitting room in which they could rest in during lunch period.
12. Miss Berkeley told us that when we want to memorize a poem that we should first read it through several times.
13. Cruisar, a young man of about twenty years of age, he is second mate on the good ship *Black Gauntlet*.
14. Most high school and college dictionaries tell from what language a word comes.
15. At last I had the pleasure of meeting Joe Fisher, of whom I had heard so much about.

29

INCORRECT OMISSION

29A NECESSARY ELEMENTS

Do not omit necessary subjects, verbs, objects, prepositions, and conjunctions.

AMBIGUOUS: The wife in the play was more interested in her toy French poodle than her husband.

CLEAR: The wife in the play was more interested in her toy French poodle than she was in her husband.

INCORRECT OMISSION 29

CLEAR: The wife in the play was more interested in her toy French poodle than her husband was.

WRONG: Harry has no aptitude or interest in pattern making. ("Aptitude in" is incorrect.)

RIGHT: Harry has no aptitude for, or interest in, pattern making.

BETTER: Harry has no aptitude for pattern making and no interest in it.

WRONG: While lying on the beach, a storm came up. (The storm wasn't lying on the beach.)

RIGHT: While I was lying on the beach, a storm came up.

After some verbs the subordinate conjunction *that* is necessary for clearness.

that
I hear [^] Frank has bought a secondhand car. (Without *that*, the reader might at first think that *Frank* is the direct object of *hear*.)

29B REPEATED VERB

Do not omit a repeated verb if it differs in form from the verb expressed.

COLLOQUIAL: I always have and probably always will be afraid of heights. ("Have be" is not grammatical.)

RIGHT: I always *have been* and probably always will be afraid of heights.

WRONG: The floor has been waxed and the windows cleaned. ("Windows has been cleaned" is not grammatical.)

RIGHT: The floor has been waxed and the windows have been cleaned.

29C VERB, AUXILIARY

Do not make a single form of the verb *be* serve as both a principal and an auxiliary verb.

WRONG: In high school Jim Phelps was (principal verb) president of the Student Government and voted (past participle) the person most likely to succeed.

RIGHT: In high school Jim Phelps was (principal verb) president of the Student Government and *was* (auxiliary) *voted* (past participle) the person most likely to succeed.

29D COMPARISON

Include every word needed to complete a comparison.

WRONG: Dudley's tennis game is more spectacular but not so steady as Don's.

RIGHT: Dudley's tennis game is more spectacular *than* Don's, but not so steady.

29 INCORRECT OMISSION

WRONG: At fourteen Hank plays golf as well or better than the pro at the club. ("As well than" is incorrect.)

RIGHT: At fourteen Hank plays golf *as well as or better than* the pro at the club.

BETTER: At fourteen Hank plays golf *as well as* the pro at the club, *or better*.

29E PREPOSITION

Do not omit a needed preposition.

WRONG: Dr. Kirby graduated medical school at twenty-two. (*Graduate* in this sense does not take a direct object.)

RIGHT: Dr. Kirby *graduated from* medical school at twenty-two. (Both *graduated from* and *was graduated from* are correct.)

A prepositional phrase should be substituted for an adverbial objective that may be misleading.

on

Bill left ^{on} June 1 for Virginia.

29F TELEGRAPHIC STYLE

Avoid telegraphic style. Don't omit words needed for clarity, smoothness, or courtesy.

I e Enjoyed your letter. *I'm s* Sorry not to have answered sooner. *It was g* Good to
[^] [^] [^]
that hear [^] your mother is feeling better.

PRACTICE 34. Adding Needed Words

Correct the faulty sentences and give reasons for your changes. Three sentences are correct.

1. Fortified margarine is much less expensive but has the same food value as butter.
2. While washing my hair, the telephone and the doorbell began to ring.
3. What college did Uncle Fred graduate?
4. Ann Porter's short story was the best in the class and entered in the *Atlantic* contest.
5. The Bollingers don't own a television set and say they never will.
6. Money and position don't always bring happiness is shown in "Richard Cory."
7. Unlike his father and older brother, Philip has no interest or aptitude for engineering.
8. Haven't quite finished the book you lent me but will return it in a couple days.

9. Joseph Conrad spent many years as a sailor on British merchant ships and known for his studies of character against a background of life at sea.
10. Ken is bigger and fully as strong as Buck.
11. New Bloomfield is as large as Millerstown, if not larger.
12. I know you better than Ruth or Mildred.
13. Next a fire was built and the potatoes baked.
14. The Princeton team expected to defeat Yale as badly as they had Cornell.
15. After graduating Colby Academy I expect to enlist in the Army Air Force.
16. Bacon was not so brilliant, but much more learned, than Shakespeare.
17. The place is often visited by tourists who are fond of rugged scenery, and especially amateur photographers.
18. A launch should be broad and deep and as much seating room as possible.
19. After all these details have been attended to and the boat has been painted and varnished, your work is done.
20. Prairie hay fattens horses as well, if not better, than timothy does.

TEST 7B (Mastery). *Grammar except Pronoun and Verb*

Number your paper from 1 to 20. Next to each number write 1 if the first italicized word or expression in the sentence is correct or preferred, and 2 if the second is right or preferred. Do not write a word. (Right - Wrong = Score)

1. According to Vance Packard, the weasel has a nastier disposition than (1) *any* (2) *any other* member of the animal kingdom.
2. At Terhune-Paulson's, clerks work a half (1) *a day* (2) *day* on Saturday.
3. When the new cleaning woman washed out the test tubes in the chemistry laboratory, she threw away three (1) *month's* (2) *months'* work.
4. I'm afraid I'll never learn to budget my allowance (1) *as* (2) *like* you do.
5. Professor Hamilton says that if Madeline were willing to practice (1) *she* (2) *that she* could become a concert pianist.
6. The taxi driver drove so (1) *reckless* (2) *recklessly* that we were limp by the time we reached Grand Central.
7. Contract bridge is quite a different game (1) *from* (2) *than* auction bridge.
8. If a person doesn't go to sleep within twenty to thirty minutes after he goes to bed, it is usually because he is (1) *to* (2) *too* busy thinking.
9. You shouldn't wear (1) *that* (2) *those* kind of shoes on a clay court.
10. Does Janie bowl? Why, she (1) *can* (2) *can't* hardly lift a bowling ball.
11. I hope that when I finish high school and business school (1) *I* (2) *that I* can get a job as a secretary.
12. It was so foggy that we could not see the fort very (1) *good* (2) *well*.
13. There are more farms in Texas than in (1) *any* (2) *any other* state.
14. What college did your father (1) *graduate* (2) *graduate from*?
15. Which of the twins is the (1) *shyer* (2) *shyest*?
16. Georgia hasn't (1) *any* (2) *no* interest in politics.
17. Captain Ethan refused to (1) *accept* (2) *accept of* the pirate's terms.
18. In our Army (1) *their* (2) *there* are three kinds of divisions: infantry, cavalry, and armored.

29 INCORRECT OMISSION

19. In the village I saw a school and (1) *church* (2) *a church* which have been standing for at least a century.
20. I learned to pitch an outcurve quite (1) *easily* (2) *easy*.

PRACTICE 35. Cumulative Review of Grammatical Usage

Correct all errors in grammatical usage and in the spelling of possessives. Be prepared to give a reason for every change you make.

1. After a few hour's shopping in the Saturday crowds, Mrs. Archer begun longing to set down someplace and rest. 2. All the woman's stores in town was having sales, and Mrs. Archer felt like she'd been playing football against Notre Dame. 3. During one skirmish at a counter where a pile of silk scarves' imported from France was selling real cheap, somebody who couldn't wait their turn had near ruined Mrs. Archers favorite hat, a red straw with a sort of a bird cage on top. 4. To add to her misery, one of her shoes were pinching her toes terrible, and she couldn't hardly wait to take them off. 5. When she seen that one of the movie houses a half a block away were showing a new Bob Hope comedy, she decided that that kind of a show might cure her aches.

6. Buying a ticket, she walked into the theater. 7. As soon as her eyes become adjusted to the darkness, she set down in the first seat she found, lay her bundles beside her, and settles back to watch the movie. 8. Their was a gasp behind her. 9. Gracious, she thought, I hadn't ought to have wore this here hat. 10. Taking it off and putting it on again is to much trouble. 11. Turning around, she asked, "Shall I remove my hat?"

12. "Oh, please don't," the man replies, grinning. 13. "The hat is much more funnier than the picture."

10 CLEAR, CONCISE SENTENCES

This chapter is *not* for struggling young authors who wish to create literary masterpieces. But it *is* for writers. Almost everybody has to conduct a great deal of his business — personal business included — by writing. The major aim of this kind of writing is to be understood. To be understood, writing must be simple and it must be clear.

30

CONCISE SENTENCES

30A WORDINESS

Say what you have to say simply and directly. Cross out deadwood — words that add nothing to your thought. Padding a twenty-word idea out to one hundred words does not make a one-hundred-word idea.

PADDING: On my job another factor I gained which I consider most important is how to act and appear in the world of business. Without this knowledge one has a great handicap in an office. Knowing how to act and being able to conduct myself properly in an office will also benefit me after graduation. — 54 words

SAME IDEA: On my job I learned how to act in an office. After graduation I'll have a head start in business. — 20 words

Can

~~Are you sure that if you cause damage in any way that you will be in a~~
~~position financially to pay for any damage which you may cause and~~
~~for which you are responsible?~~

the
afford

30B SAYING IT TWICE

Don't say the same thing twice. Tautology is needless repetition of an idea in other words: "to descend down"; "audible to the ear"; "visible to the eye"; "boldly dare." Another list of common errors is on page 32.

30 CONCISE SENTENCES

accept ~~of~~ your offer
adequate enough
all ~~of~~ the cake
at about one o'clock
~~but~~ nevertheless
cheap ~~in~~ price
connect ~~up~~, divide ~~up~~, end
~~up~~, finish ~~up~~, hurry ~~up~~,
join ~~up~~, open ~~up~~, polish
~~up~~, rest ~~up~~, scratch ~~up~~,
settle ~~up~~
current problems ~~of~~ today
every once a week
fell off ~~of~~ the porch
fingers ~~on~~ her hand
gave ~~as~~ a gift
have ~~got~~ to
in my opinion, I think
inside ~~of~~ the cave

is located ~~at~~
long length ~~of~~ time
lose ~~out~~, start ~~out~~, win ~~out~~
mere wealth alone
over ~~with~~
picture ~~in~~ your mind
popular ~~with~~ people
rarely ~~ever~~
refer ~~back~~, return ~~back~~
remember ~~of~~
repeat ~~again~~
requirements ~~needed~~ for
such as . . . and others
the sun rose ~~in~~ the east
the ~~two~~ twins
throughout the whole day
~~true~~ facts
Where are you going ~~to~~?
Where is he ~~at~~?

30C PRELIMINARIES

Omit unnecessary preliminaries.

~~To conclude I wish to state that I am proud to be an American.~~
I shall try

~~It is my desire to make an effort to be at the meeting on Friday.~~

30D SIMPLER CONSTRUCTION

When possible, cut a phrase to a single word and cut a clause to a phrase or a single word. Strike out every useless *which* and *that*.

the
Never ask a person anything ~~that is impossible for him to do.~~
I should like information about scholarships ~~that are open to freshmen.~~

double *for*
We have available a room with a private bath, ~~the price of which is six~~
dollars a day. ~~The room accommodates two people.~~

30E THERE WERE, IT IS

Avoid wordy, roundabout impersonal constructions.

At
~~It was two o'clock when we boarded the boat at Battery Landing. It was~~
A

~~only a few minutes later that the stalwart little ferry arrived at Bedloe's~~
Island.

F
~~There were five courses which were offered.~~

30F FLOWERY LANGUAGE

Don't pile descriptive adjective upon adjective, adverb upon adverb.
Plain nouns and verbs are more effective.

FLOWERY: A bolt of electricity, brilliantly flashing, reveals a host of shimmering, glistening leaves vibrating in the cool, clean, refreshing wind to the gentle but disturbing touch of the insistent rain.

PLAIN: A flashbulb of lightning goes off and shows the wind-swept leaves glistening in the rain.

PRACTICE 1. Cutting Out the Deadwood

Rewrite these two paragraphs from students' themes, cutting out the deadwood. Express the ideas clearly and simply, using no more words than are justified by the ideas.

1. Worry is a distressing state of mind which everybody does more or less of during his or her life in this world. But when you sit down and stop to think about it, what good is there that worrying can possibly do? There are three evils which accompany worry, and they are fear and also disturbance and unrest. When a person's mind is free from worry he will see the sunny side of life. This will show in his actions because he will do things with an interesting and happy manner. He will do things quicker and better if free from care.
2. Decisions are sometimes easy to make, but now in my case the decision I must make is very difficult. Decisions that are easy to make are easy because they are unimportant. In this case the decision is hard because it is so important. What I am leading up to is this: What will my vocation be? This is my one most important decision. Then there are many other decisions which must be made, but however they all hinge upon this one. I have to make this decision and get it over with before I make these other decisions.

PRACTICE 2. Writing Concisely

Strike out the deadwood. Express each idea more simply.

EXAMPLE

~~Vacation time is the time that everyone looks forward to and with great anticipation.~~ ^E *vacation time.*

1. A copy of the state motor vehicle laws I have enclosed herewith and attached.
2. Another cause of accidents is that of driving when sleepy or intoxicated.
3. The most beautiful things in the world are the things that are free.
4. In his mind all he thinks about is how to make money and to make more after that.

31 CLEAR SENTENCES

5. I am making a survey about advertising and I would like to request you to answer some questions which I would like to ask on advertising.
6. The reason for the missing pages in our booklet is due to the fact that it was necessary to eliminate these pages because they contained advertising which no longer applies.
7. I want to know whether or not the sentence is a sentence or whether it is not a sentence.
8. I am writing to tell you I am sorry I disappointed you last night.
9. There is also another thing which is important to you. This applies to your hair.
10. In writing this essay I deem it is necessary that I should to some extent explain my title a little further.
11. Kindly send me the following books listed below.
12. In regard to these fires of undetermined origin a great many are caused by spontaneous combustion.
13. There were two hundred students went.
14. This is a biography of the life of General MacArthur.
15. Corporal Covey was a man who belonged to the Royal Canadian Mounted Police.

31

CLEAR SENTENCES

If a reader's reaction to a sentence is "What in the world does this mean?" the chances are that the writer didn't know either. A sentence like "The third is the quality of different instruments that causes a different quality note" is a product of muddled thinking or not enough thinking. See pages 183-188. More common are errors like this: "A place to show her wares is wanted by an antique lady with a Spanish chest and other odd things." The reader knows that the lady wants to show antiques like a Spanish chest, but the writer didn't say so. Rules 33A, 33B, and 33C will help you spot such definite and easy-to-correct errors in your own sentences.

REFERENCE OF PRONOUNS

31A PRONOUN AND NOUN

A pronoun is a word used instead of a noun. **Be sure every pronoun can be connected instantly with the noun it is substituted for.** This noun is called the antecedent.

31B IMPLIED REFERENCE

Do not let a pronoun refer to a word that is not expressed.

It is great fun to watch the boys' faces as you bring out the food and uncover ~~them~~.
the dishes.

office work.

I believe I shall make a good secretary because I like it.

The Oregon Trail gives a clear picture of Indian life, for Parkman lived
the Indians.
intimately with ~~them~~.

31C AMBIGUOUS REFERENCE

Do not use a pronoun if, even for an instant, there can be doubt about its antecedent.

CONFUSING: The third man, when questioned, said that the man sitting next to the hangman was his brother.

CLEAR: The third man, when questioned, said that his brother was the man sitting next to the hangman.

CLEAR: The third man, when questioned, said that the hangman and the man sitting next to him were brothers.

31D QUOTING EXACT WORDS

Quoting the exact words of the speaker often makes the meaning clear.

CONFUSING: Mr. Will explained to Mr. Jackson that his dog Bozo seemed very fond of his Elizabeth.

CLEAR: Mr. Will explained to Mr. Jackson, "My dog Bozo seems very fond of your Elizabeth."

CLEAR: "Your dog Bozo seems very fond of my Elizabeth," Mr. Will explained to Mr. Jackson.

31E NECESSARY NOUN

Supply a noun if it is needed.

sketches

In fashion advertisements I prefer photographs to sketches because ~~they~~ frequently exaggerate the lines of suits and dresses.

In the quiet evening the lake was glassy. Fir trees, deprived of their individuality by the darkness creeping in from the banks, made a dusky

The lake
frame. It was a precious stone, catching the last rays of sunlight and turning them this way and that. (The antecedent is too far away.)

31F BURIED REFERENCE

Avoid reference to a noun hidden in the possessive case or in a modifier. The antecedent should be prominent in the mind of the reader.

of the boy

Do you know the ~~boy's name~~ who just passed us?

ALLOWABLE: Did you see Grace's ~~boy's~~ mink coat? How can she afford it?

31 CLEAR SENTENCES

31G DOUBLE REFERENCE

~~Don't ordinarily use the same pronoun to refer to different antecedents.~~

If my little sister leaves the yard my dog goes after her. No one ever
the dog
taught ~~her~~ to do this.

The students gave the announcements, ~~and they~~ *which* were always fun to listen
were included
to because ~~they had~~ a few jokes to tell.

PRACTICE 3. Using Correct Pronouns

Correct the following sentences. Tell the antecedent of every pronoun you use except *I* and *you*.

1. Suzie whispered to Helen that she had a run in her stocking.
2. Hedda Hopper tells the latest gossip from Hollywood — all the amusing things that happen to them.
3. The woman sitting next to us was the girl's mother we were talking about.
4. The writer must love humanity, for he seems to feel it even for the most unsavory characters in his stories.
5. I am interested in chemical engineering. I have always wanted to be one.
6. Kid Malloy met Slugger Cane in the center of the ring. He gave him a hard jab with his right.
7. In Washington I shall stay at my aunt's home, whom I haven't seen since I was four.
8. Bette is better company than Grace because she doesn't know anything about sports.
9. I like mystery stories, but I never can solve them.
10. If you put the ice cream on a piece of bread, it will act as insulation and keep it from melting before you are ready to eat it.
11. The nurse left some medicine, but Anne secretly resolved not to take it. When she made her next visit, she told her she thought she was much better.
12. I followed Mother's recipe exactly, but when it was ready for cutting into pieces, I couldn't find a knife sharp enough.
13. Dad told Sam that he used to do better work when he was in junior high school.
14. The directors offered to reward her liberally, but she begged them to give it to her father.
15. When you go duck-shooting, use decoys; throw out your decoys, and wait for them to come within shooting distance.

31H INDEFINITE IT, YOU, THEY

In formal speech and writing avoid the indefinite use of *it*, *you*, and *they* except in expressions like *it is raining*, *it is cold*, and *it seems*.

^T
~~In the News-it~~ generally headlines a murder, divorce, or scandal. ^{our}
 We have no right to expect an editor to waste his time reading ~~your~~
 illegible scribbling.
 In the machine shops of my day ~~they took cars apart~~ ^{, not rockets, were taken} ~~apart~~ ^{not rockets.}

PRACTICE 4. Writing Definite Sentences

Get rid of every vague *you*, *they*, and *it* in the following sentences. Express each idea clearly and definitely.

1. Forty years ago you had to wear stockings in bathing.
2. In the advertisement it tells when the play will open and what the tickets will cost.
3. In some countries they have to turn all their profits over to the government.
4. In the Ralstons' living room it looked like a theater lobby.
5. The episode taught me a lesson — not to buy anything that you don't want.
6. The year I was a freshman they started the Engineering Course.
7. In the 1920's they liked to dance the Charleston.
8. In this story it tells what a pilot has to do when he tests a new plane.
9. Our boat finally landed, and it certainly felt grand to have solid ground under your feet again.
10. It says in this article that they think Brown's system is better for professional games.
11. In many schools they have special classes for slow pupils.
12. It tells in *Land of the Long Night* how Du Chaillu slept in an ice hut to keep the wolves away.

311 POSITION OF RELATIVE

A relative pronoun should follow its antecedent as closely as possible.

The Help-Ur-Self laundry[^] announces the installation of new automatic driers[^] which can accommodate one hundred women in a day[^]

31J GENERAL REFERENCE

Do not use *which* in referring to a whole statement if that statement contains a noun to which the pronoun may erroneously refer. Be sure that the antecedent of the pronoun *this* or *that* is clear.

ALLOWABLE: Ever since I can remember, Father has warned us that playing ball in the street would lead to a broken window. This is exactly what happened.

32 AWKWARDNESS

WRONG: Oysters can't move easily from place to place. This can be done only by the smallest and youngest oysters. (Change to: Only the smallest and youngest oysters can move easily from place to place.)

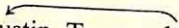
We sat in the back seat on piles of blankets, ^{Observers probably thought} ~~which gave the impression~~ that tall people from the circus were traveling through.

PRACTICE 5. Writing Clear Sentences

Correct the following sentences. When you use a relative pronoun, draw an arrow from it to its antecedent.

EXAMPLE

We moved to Austin, Texas, in the fall of 1947, which has been our home ever since.

In the fall of 1947 we moved to Austin, Texas,  which has been our home ever since.

1. I forget the man's name who played Jarvis.
2. When I left the hospital I had bandages on each ear which stayed on a long time.
3. Babe Ruth hit sixty home runs in one season, which still stands as a record.
4. Rip found his dog when he reached home, but he did not know him.
5. I have come in answer to your advertisement for an ambulance driver which was in our *Evening Times*.
6. Do you think the gambler's suicide in the story, which was committed to give the women his food, is probable?
7. Carlson's Raiders filtered through heavily guarded enemy lines, which was a daring military feat.
8. Unless you steer carefully, the boat may crash into the wharf, which may result in serious damage to the hull.
9. The chef improved the flavor of the meat loaf by adding a chopped onion, which he garnished with strips of bacon and green peppers.
10. "After Twenty Years," a story by O. Henry, has a surprise ending, which you can find in many collections of short stories.

32

AWKWARDNESS

32A CLUMSY SENTENCE

Improve awkward, clumsy sentences. Your sentences should sound natural, smooth, idiomatic.

AWKWARD: We built a few model airplanes was all.

NATURAL: All we did was build a few model airplanes.

AWKWARD: It is not on their desks for the students to show their printing ability but in their art classes.

NATURAL: Pupils should show their printing ability in their art classes, not on their desks.

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CLEAR, CONCISE SENTENCES

32B WRONG ELEMENT

Sometimes awkwardness results from using the wrong grammatical element: phrase for clause, clause for phrase, or infinitive phrase for participial phrase.

I had a horrible earache that bothered me all night, preventing me ^{from going} ~~to go~~ to sleep.

That yellow fever was caused by mosquitoes

~~Mosquitoes as the cause of yellow fever~~ had long been suspected.

32C SPLIT CONSTRUCTION

Avoid splitting a construction unnecessarily.

JERKY: I am disappointed in, and a little angry with, you.

SMOOTH: I am disappointed in you and a little angry.

PRACTICE 6. Writing Smooth Sentences

Correct the following:

1. Concerning my qualifications, they are as follows.
2. I know now why Dad laughed but was then unknowing.
3. This obstacle has not been able to be overcome.
4. I waited only a few minutes, but it seemed like hours when I saw my mother coming.
5. I think you are capable to handle this job.
6. Sam's youth was spent on his uncle's farm a great deal.
7. Our neighborhood is a safe place because there is no traffic for children to get hurt.
8. I am glad I am an American and have the privilege to live in the United States.
9. It has been a pleasure in meeting with your acquaintance.
10. The size of the road across the bridge for automobiles was greatly different from what we expected, namely much narrower.

33

ARRANGEMENT

33A DANGLING PARTICIPLE

Put a participle close to the word modified. A participle dangles if there is no word in the sentence to which it is firmly attached. If a participle dangles, we may (1) get rid of the participle, (2) place it near the word it modifies, or (3) put into the sentence some word for it to modify.

WRONG: Being dark, I couldn't see the man's face, but I could see the glint of steel in his hand. (The night was dark, not I.)

NO PARTICIPLE: Since it was dark, I couldn't see the man's face, but I could see the glint of steel in his hand.

33 ARRANGEMENT

WRONG: Running home, the tickets were just where I had left them. (Did the tickets run?)

PARTICIPLE MODIFYING *I*: Running home, I found the tickets just where I had left them.

WRONG: We have forty-five minute periods, thus giving us eight periods a day. (The trailing participle refers loosely to the whole sentence.)

NO PARTICIPLE: We have eight forty-five minute periods a day.

33B OTHER DANGLING EXPRESSIONS

Avoid dangling gerunds, infinitives, and elliptical clauses. A gerund or infinitive at the beginning of the sentence should relate in thought to the subject.

DANGLING GERUND: After working three weeks there was a five-dollar raise.
RIGHT: After working three weeks I received a five-dollar raise.

DANGLING INFINITIVE: To keep up with the home news I am giving you a subscription to the *Daily Leader*. (The speaker isn't keeping up.)
RIGHT: To help you keep up with the home news I am giving you a subscription to the *Daily Leader*. (The speaker is helping.)

DANGLING ELLIPTICAL CLAUSE: The dwarf insisted that the duel be fought with pistols while riding horseback. (In an elliptical clause the subject and verb are missing: *while riding* for *while they were riding*. Who are "they?")

RIGHT: The dwarf insisted that the duel be fought on horseback with pistols.

EXCEPTION

These rules do not apply when the modifier designates a general action.

RIGHT: In singing, the diaphragm is very important.

RIGHT: Considering everything, the salary is fair.

RIGHT: Generally speaking, the food is good.

PRACTICE 7. Correcting Dangling Modifiers

Correct the following. When you use a participle, tell what word it modifies.

1. When six years old, my grandmother died.
2. The building is of red brick with many gables, making an imposing structure.
3. After sitting through half the picture, my feet began to hurt.
4. Comparing Japan and England in 1941, both were island empires.
5. Being only five feet tall, the stirrups were beyond the reach of my feet.
6. The spider raises its spinnerets in the air, and by gently pressing them against some object the liquid silk begins to flow.
7. The room is quiet, broken only by an occasional groan.

8. While waiting for a Q20 bus, a thunderstorm drenched us.
9. Don't let your subject move while snapping the picture.
10. After obtaining a room the next thing was to get a job.
11. Typing rapidly, the keys begin to stick.
12. When in an argument about politics, my temper flares up quickly.
13. My motorcycle was in perfect running condition after working on it for only two hours.
14. After listening to your program so many times some of your wisecracks have lost their humor.
15. Tearing open the envelope, a check fell out.

33C MISPLACED MODIFIER

Place modifiers near the words modified if clearness requires this arrangement.

Zanuck had to take a job catching hot rivets in the shipbuilding plant.
 T
 to eat? (Did you ever taste a rivet?)

Andrew Carnegie helped those who were unable to help themselves.
 B
 by giving generously to worthy causes (A modifier should stay in its own clause.)

33D SQUINTING MODIFIER

Do not place a modifier where it may refer to either the preceding or the following word or words.

Since a tennis racket may warp when not in use it should be kept in a press.

The Greeleys invited us before they left for San Antonio to visit them.
 (The circled clause may be placed at the beginning or at the end of the sentence. What is the difference in meaning?)

PRACTICE 8. Placing Modifiers Correctly

Correct or improve the following sentences. When you change the position of a modifier, tell what word or words it modifies.

EXAMPLE

My classmates are as quiet as a mouse during an examination.
 During an examination my classmates are as quiet as a mouse. (During an examination modifies are.)

34 SENTENCE SHIFTS

1. There are four thousand miles of border between the United States and Canada on the north and Mexico on the south unprotected.
2. A student in one class knows what the students in the other classes are doing through the school paper.
3. Every night I bring home two or three books with very good intentions.
4. There were Dick's trousers with a roll of bills tucked in the pocket on the floor.
5. I missed the two first lessons.
6. My both jokes have been told.
7. We are having a special sale of percale bed sheets in all sizes for our old customers on June 1.
8. *Personality Preferred* is well worth reading in many ways.
9. Fritz walked out into the night as the moon rose and wandered through the grounds.
10. Mr. Moore totals checks received during the day on an adding machine.
11. When I went away to school for the first time in my life I had to take care of myself.
12. The assignment was to read pages 31-48 for a background of modern poetry in the textbook.
13. The patient kingfisher waits for a passing fish on the highest branch of the tallest lakeside tree.
14. The person who steals in two cases out of three has found it hard to earn an honest living.

34

SENTENCE SHIFTS

If you start your sentence in one direction, keep it moving in that direction. Be consistent. Finish what you begin to say.

34A SHIFT IN CONSTRUCTION

Do not needlessly shift subject, voice, tense, mood, number, or person.

SHIFT IN SUBJECT AND VOICE: Surely ^{you} can spare three dollars for the lecture series, and ^{arrange} it can be arranged for ~~you~~ to pay on the installment plan.

SHIFT IN TENSE: The batter hit into a double play, and the pitcher ^{struck} ~~strikes out~~ the next man to retire the side.

SHIFT IN MOOD: First, wait until you hear the dial tone. Then ~~you should~~ dial the number correctly.

SHIFT IN NUMBER: In the Altman office I saw fifteen girls pounding away at ^s ~~a~~ typewriter.

SHIFT IN PERSON: ^{one's} ~~your~~ One hungers sometimes when in a foreign country to hear ^{your} native language spoken. (*His* is also correct.)

34B UNFINISHED CONSTRUCTION, MIXED CONSTRUCTION

Don't begin one grammatical construction and leave it unfinished.
Don't mix in one sentence two ways of saying a thing.

MIXED: My intended vocation is to be a nurse.

RIGHT: My intended vocation is nursing.

RIGHT: I intend to be a nurse.

The drinking of a person's
~~The person who drinks liquor~~ constantly, liquor deadens his mind and destroys the walls of his intestines. (Person has no verb.)

You can see [↑]that if I employed girls with all these characteristics, how efficient my office staff would be (What other way can you re-construct the sentence?)

PRACTICE 9. Being Consistent

Correct the following sentences. Express each thought clearly and exactly.

1. Once in a while a backseat driver will make a helpful suggestion, but usually they are pests.
2. No matter what your goal is in life, nobody gets there without working for it.
3. First, the correspondent should keep calm and unruffled. Second, pay attention to the little things which make for courtesy.
4. Although at first the committee objected to my money-making scheme, it was finally approved by them.
5. The Howard boys were country boys, and by hard work and fair, honest dealings, always striving to give the public the most for their money, makes this great business what it is today.
6. *Life on the Mississippi* takes one back to the olden days and shows you how certain parts of our country were developed.
7. Letters from home to a serviceman overseas keeps them from worrying about their friends and families.
8. It is necessary to acquire an extensive vocabulary will help us in explaining our thoughts.
9. Football trains the mind, builds up your body, and teaches one to be a good sport.
10. When I am in a television show I do such stupid things as lick my lips when they get dry, which makes you look exactly as though you were sticking your tongue out at someone.
11. After Josh came back from the store, his father sends him to the garage to check the air in the tires.
12. Because we started very late, no lunch was taken.
13. Any man who could accomplish that task, the whole world would think he was a hero.

35 CONNECTIVES

14. Her children who are all grown up and her husband who has been miserable for a number of years is now on the road to recovery.
15. Even if you haven't many clothes, one can be neat and clean.
16. One of the first great American loves was that of John Rolfe and Pocahontas, who previously had saved the life of Captain John Smith, is described by Mary Johnston.

35

CONNECTIVES

35A ACCURATE CONNECTIVES

Use the conjunction that expresses your thought exactly. *And* equals plus; *but* equals minus. Don't use one when you mean the other. Don't use *either* when you need a subordinate conjunction. See Rule 75 I.

Women in the United States began to have a share in governmental affairs as early as 1691, ^{but} ~~and~~ they were not given complete suffrage until 1920.

The only other customer in the secondhand shop was an elderly man, ^{who} ~~and he was~~ reverently examining a worn volume of Keats's poetry.

35B WHEN, WHERE

Use *when* for time and *where* for place. After *is* in a definition, use a noun, not *when* or *where* introducing a clause. *Is* is an equal sign. Constructions like "The best part of the story is when . . ." and "Another dramatic scene is where . . ." are illogical.

In Japan when the time comes for a son to get married, a family council ^{at which} ~~where~~ the prospective bride is chosen.

~~In a~~ Another dramatic scene ~~is when~~ Dick discovers he can see again. (Or: Another dramatic scene is Dick's discovery that he can see again.)

WRONG: My first baseball game was when I was nine years old.
RIGHT: When I was nine years old, I saw my first baseball game.

PRACTICE 10. Using Accurate Connectives

Improve the following sentences. Show that the conjunctions you use express accurately the relation between the ideas.

1. Harry was sick for four weeks last term and he passed all his subjects.
2. One part of the book youngsters will like is when Captain Horn and his crew of two white men and four Africans are pursued by pirates.

3. The story ends where General Custer and his army are trapped by the Indians.
4. The General Course is when you intend to go to college.
5. I remember particularly one adventure where Bunny imitated a Hindu speaking to the spirits of the dead.
6. There should be a humor column in the *News*, and I am sure the students would enjoy the paper much more.
7. The most exciting adventure is when Lindbergh has to bail out when his engine fails.
8. Spring is when I like to go out into the woods and walk.
9. I intend to graduate from Centenary Junior College this June, and I should like to attend a secretarial school.
10. Milling is where the onions are cleaned and put into bags.

36

CLEAR THINKING

Don't be in too great a hurry to put your words on paper. Don't be satisfied with the not-quite-right word. Don't assume that your reader will know what you are thinking. Think whether he will understand.

36A ACCURATE WORDS

Think what your words mean. Choose words which express your idea clearly, exactly, completely.

The greyhounds were trained in a level field where obstacles were set up
leap over.

for the dogs to ~~undergo~~

Don't ~~fail to~~ miss tomorrow's game.

PRACTICE 11. Using Words That Say What You Mean

Think what the writer or speaker was trying to say in each of the following sentences. Then express his thought exactly.

1. The only thing you have to be careful of is sowing the seeds too thick or too thin.
2. The average fish lays from 100 to 5000 eggs but because of inadequate protection and poorly enforced fishing laws how many of these fish mature?
3. No girls or fellows will be admitted without an escort.
4. We should all analyze our personalities and try to improve our bad points.
5. I believe my qualifications are fit for the stenographic position you advertised in today's *Times*.
6. Vitamin C, found in such fruits as oranges and lemons, is a remedy for infections and bones.

36 CLEAR THINKING

7. Doctors find that in school children the commonest defects are teeth, malnutrition, tonsils, and adenoids.
8. My opponent presented many facts, but most of them aren't true.
9. Perhaps you could clarify me on this point.
10. A defect in my writing has been paragraph unity.
11. One hundred seventeen miles per hour is the speed capable of this 14-car streamliner, "City of Los Angeles."
12. There stood Madame Defarge with a sharp dagger around her waist and a loaded pistol hidden at her bosom.

36B LOGICAL STATEMENT

Be logical. Make complete comparisons. Do not say a thing is what it isn't.

I am writing as a housewife and ^{a mother of} four children. (How can one person be five persons?)

A candidate's vision must be 20-40 in each eye ^{A candidate} and may be rejected for any serious ^{eye} disease or abnormality. (Is the candidate or the vision rejected?)

The prices at the corner delicatessen are higher than ^{prices at} the supermarket. (Compare prices with prices.)

We almost came to blows over who should hold the reins of Spider, our pet ~~name for our~~ horse. (Do you hold the reins of a horse or the reins of a horse's name?)

In the Navy I can learn a trade ^{I can become a} such as radioman, pharmacist's mate, or carpenter's mate. (A radioman is not a trade.)

For the most part the setting ^{is} takes place in the grazing country of New Mexico. (Don't confuse the action of a book with the setting.)

36C CONTRADICTIONS, ABSURDITIES

Work out your idea. Do not leave gaps in thought. Do not contradict yourself.

^A Although a police lieutenant, a policeman, and the Police Commissioner ^{but} were present, ^{and their services were not needed.} the proceedings were orderly.

ABSURD: The General was in the Philippines as a twenty-three-year-old lieutenant from 1903 to 1905. (Can a person stay the same age for two years?)

CLEAR: The General was in the Philippines from 1903 — he was a twenty-three-year-old lieutenant then — to 1905.

nearly
We ~~usually~~ always spend the summer in Maine. (*Usually* and *always* are contradictory.)

PRACTICE 12. Writing Clear Sentences

Change each of the following into a clear, sensible sentence.

1. Sometimes a person with imagination is not always a genius.
2. The grindstone is used in grinding steel, glass, and other stones.
3. Of the 613 divorces granted in Nevada in a year only 88 were residents of the state.
4. Does a psychiatrist's training take longer than a surgeon?
5. Dorothy, the girl's name, led them into the house.
6. Mrs. Thompson fell on an icy sidewalk and could not get up for more than a month.
7. This boy's name in the third seat is George M. Damon, twelve years old.
8. Mr. Wood and the Choral Training Group promise us the best performance ever given at a Spring Festival before.
9. After seeing the spy movie my little brother decided that the life of a G-man appealed to him more than a forest ranger.
10. The desk drawer which is stuck might have been caused by damp weather.
11. Coviston is the name of a town in which the setting of the story takes place.
12. Because of a clerical error Evelyn Alit is now scholastically eligible for membership.
13. One of my bad habits is sitting down to answer letters.
14. Vigorous exercise should not be prolonged and followed by a rest.
15. At midday another bottle of milk is given to the child and for a few hours afterward left alone to sleep and rest.
16. This book takes place on Flatbush Avenue in Brooklyn.
17. August 18 was a beautiful Saturday morning.
18. A bear cub weighs only one tenth of a normal baby.
19. The scene of Arnold's treason and André's death took place on the banks of the Hudson.
20. Both books take place in the present time.
21. Your request for our new spring and summer catalog will be sent to you within a few weeks.
22. Mr. Charles Luce, while driving home from Lexington on Saturday afternoon, was run into by another automobile. Mr. Luce suffered a broken front wheel and had his front mudguard badly bent.

36D REPETITION FOR CLEARNESS

Repeat any words needed for clearness.

Sally promised to cook and ^{to} wash the dishes. (Is Sally going to cook the dishes?)

36 CLEAR THINKING

Psychoanalysis is a subject about which most people know nothing *which they* but ^{still} discuss learnedly. (*Which people discuss*, not "about which people discuss.")

PRACTICE 13. Repeating for Clearness

Make each of the following clear by repeating or supplying a word.

1. I was afraid that I wouldn't be able to speak or forget my lines.
2. Glacier National Park is visited by many tourists who like rugged scenery and especially amateur photographers.
3. This issue of *Mademoiselle* gives helpful hints for a girl looking for a job and other good advice too.
4. In first aid class we learned how to bandage and control bleeding.
5. My sister Sandra taught me to sew and design dress patterns.

36E UTTER CONFUSION

Some confused sentences defy classification. Their writers were obviously confused too. If you write such sentences, begin all over. **Think first.**

WHAT THE CONFUSED WRITER SAID: America is so closely knit that the upper reaches of the broad Hudson breed the same kind of men as the apple trees that distinguish Missouri from Kansas.

WHAT HE PROBABLY MEANT: America is closely knit. There's no more difference between a man from the Midwest and a man from the upper regions of the Hudson than there is between a Missouri apple tree and a Kansas apple tree.

SAID: The New Year's Eve party was prepared for Christmas.

PROBABLY MEANT: Part of our Christmas fun was planning a New Year's Eve party.

PRACTICE 14. Bringing Order Out of Chaos

These hopelessly confused sentences are from student-written themes. Try to figure out what the writer of each sentence probably meant. Then say it clearly. You may have to use two sentences. Discard irrelevant fragments and needless repetitions.

EXAMPLE

Often a secretary is begrudged the credit due her, but she is really one of the most important members of a staff which relentlessly carries on with her value to the proper functioning of an office unrecognized. Often a secretary isn't given the credit due her. She is largely responsible for the smooth functioning of the office.

1. So, as you see from the following routine occupation, salesmanship, I am definitely against it.
2. However, along came the buyer and he suggested that an imitation one-dollar bill be printed in the newspaper to the effect that when brought in the store the people would receive a dollar off their purchase of a new rug.
3. When going out and looking for a job and can't talk in front of a stranger you are afraid you will certainly not get ahead.
4. Many famous people express their ideas and opinions in this magazine, and I am sure they can gain some knowledge which may prove to be of use to him later on in life.
5. When the pitchers fail the batters come forth to do herculean work with their bats, and the opposite is brought to life when the batters fall down on the job.
6. The book told me that when the time comes to look for work, don't wait, as it won't come to you, but plan years in advance.
7. The so-called Jack-of-all-trades cannot meet and accomplish the ever-appearing intricacies of the modern working world and its branches.
8. To try to read in the city streets is almost impossible due to the noise and the heat.
9. *Your Career in Business* is a book written with a large variety of intelligent business facts.
10. Some of the diseases that Dr. Heiser had discovered were in the Philippines and had been able to help the people there to prevent the deaths from being so high like cholera and leprosy he also found there.

PRACTICE 15. Writing Clear Sentences

Correct or improve the faulty sentences. Give a reason for each change. Two of the sentences are correct.

1. Then Mr. Willis said, "I am glad to see new faces on these seats."
2. Macbeth saw a bloody dagger in the air which made him feel even more nervous.
3. My personality deficiency is self-confidence.
4. In this book it describes the offerings which the Chinese make to their gods.
5. For older children I think they would enjoy this book.
6. In the middle of the park was a water fountain, which bronze figures stood at the edge of it.
7. Does the school provide a placement bureau for graduates, and the tuition?
8. The suggestions for storytelling help a great deal to some extent.
9. Gunga Din's life is in constant danger of being shot.
10. The jailer was very cruel; when Jean Valjean was paroled, he followed him all over France.
11. Being a very entertaining story, I certainly enjoyed *Kon-Tiki*.
12. Ken comes to the house of Mrs. Westroth, who is on the porch sweeping.
13. Helen next removes the furniture from the parlor and sweeps it.

36 CLEAR THINKING

14. The light causes a chemical action on the plate in the camera which is imperceptible to the eye.
15. The little old lady's favorite pastime is to work in the yard.
16. The surgeon performed a delicate operation on Mrs. Halley's face, who had been in an automobile accident.
17. When you go for an interview one should dress neatly and correctly.
18. Lincoln moved the audience to tears by his address at Gettysburg, which was a result of simplicity and sincerity.
19. I had the biggest breakfast I ever ate this morning.
20. The most interesting part is when the stranger arrives.
21. While attending a party last night, an amusing story was told me.
22. All who desire to become a Red Cross blood donor should see Miss Green immediately.
23. We only use our car when necessary in order to save the tires.
24. Brought to Hollywood by Samuel Goldwyn, Teresa Wright's films include such films as *Pride of the Yankees*, *Mrs. Miniver*, *The Men*, and many others.
25. Besides the humor column there is "Speaking Personally," a column which interviews the students.
26. The graves of Louisa Alcott, Nathaniel Hawthorne, and Henry Thoreau are buried on Author's Ridge in Sleepy Hollow Cemetery, Concord, Massachusetts.
27. The old urge to sleep late and take it easy all day is returning.
28. For someone actually interested in it as a vocation, I should say *Advertising as a Career* is an excellent guidebook.
29. In *Burning City* Stephen Vincent Benét has conceived of a world dominated by insects and other unbelievable but exciting ideas.
30. After prying the lock open the lid of the trunk was raised.

PRACTICE 16. Cumulative Review

Rewrite the following student theme, correcting all errors. Prepare to give a reason for each change you make.

ON COMMUTING

According to Webster a railroad is where they have a system of tracks which cars are propelled along them by some power such as steam, electricity, or others. They usually always operate on a regular schedule. If one would ride any railroad with the one exception of the Long Island Railroad you would be satisfied with that but being a commuter on the Long Island Railroad for a long length of time, there are revisions in it which have to be made.

Nothing in definition about broken or warped rails. The cars, there condition isn't hardly up to what you would expect. Neither steam nor electricity furnish the power. The prayers of the riders who hope to get to work before lunch is what moves it. The railroad's greatest deficiency is reliability. It is as unpredictable if not more unpredictable than a woman. It operates regular unless it rains, snows, cloudy skies, or high winds.

The Long Island Railroad every morning takes my brother and I to school when it is running. At about seven-fifty we leave the house for the station, which is a ten-minute walk, to catch the seven fifty-eight train for Jamaica. That train has always been late and always will. It was on a real cold day not a long time ago we arrived at the station and was amazed to see the train in the station. We clumb aboard and found out we were sure foolish to have taken that train. The next stop was New York, and the engineer wouldn't leave us get off of the train at Jamaica, thus making us go all of the way to New York and charging us for it. At school when we got there they wouldn't believe my brother and I and nearly throwed us out for telling it.

Another example to show what I mean about the Long Island Railroad. Being a Monday morning, you had to stand in line for buying a weekly commutation ticket. Just as my brother and me got to the window the seven fifty-eight, which was then eight-five, pulled in and we had to hurry up to catch it, which didn't give us time to buy it. The next day you get up a half an hour early and have plenty of time. Reaching the window there was a white card, it said, "This window closed because of illness. Buy tickets in Jamaica."

Commuting on the Long Island Railroad may be more hectic than another railroad, but in my opinion I don't think I'd change it. You develop the same sort of a indulgent affection as a charming but irresponsible child.

11

PUNCTUATION

Punctuation helps the writer to make his meaning clear and helps the reader to get the thought.

NOT CLEAR: The boss said Jerry is a loafer.

CLEAR: "The boss," said Jerry, "is a loafer."

CLEAR: The boss said, "Jerry is a loafer."

37

PERIOD

37A END OF SENTENCE

The period is used after declarative and imperative sentences.

The temple was the most important building in a Greek city.
Imagine yourself on a safari in Africa.

The meaning rather than the grammar of a sentence may determine whether there should be end punctuation. This is especially true of elliptical sentences which are answers to questions.

How true.

So far, so good.

37B ABBREVIATIONS, INITIALS

The period is used after abbreviations and initials: A.M., Wis., Mr. A. R. Kendall, C.O.D.

Do not use a period after *per cent* or after a Roman numeral within a sentence.

By 4:30 P.M. 90 per cent of Book II will be ready for the editor.

In the abbreviations of the names of many well-known organizations, periods are not required: AFL, FBI, USMC, CBS-TV, FCC.

38

COMMA

TEST 8A (Diagnostic). *The Comma*

On your paper write every word in the following sentences that should have a comma after it, and insert the mark. Overpunctuation

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is just as bad as underpunctuation. If you either omit a needed punctuation mark or insert a mark that is not needed, the sentence is wrong. For the three correctly punctuated sentences write C. (Number of correct sentences = Score) Do not write in this book.

EXAMPLE

The kiwi a long-billed flightless bird is the national symbol of New Zealand.

kiwi, long-billed, bird,

1. In Piccadilly Circus London there is an endless stream of buses taxis cars and pedestrians.
2. Gold the most malleable of metals is highly resistant to all sorts of chemicals.
3. Our guide who preceded us up the slope told us that Kentucky's Mammoth Cave discovered in 1799 is filled with beautiful rock formations in the shapes of flowers fruits trees and waterfalls.
4. The strongest man is the one who stands most alone. — HENRIK IBSEN
5. "There is in manufacturing a creative joy that only poets are supposed to know" said Walter Chrysler.
6. The early American frontiersman needing a trustworthy weapon to obtain food and to protect himself from hostile Indians quickly adopted the rifle.
7. The harbor breeze damp and cool was weighted with a pungent blend of salt and seaweed.
8. Yes I meant to write *quiet* not *quite*.
9. The governor said "Friends a supply ship is due to arrive on October 19."
10. The waterfront at Lisbon a city of 750000 has the atmosphere of a small fishing village.
11. After they had washed the four boys red-faced and freshly combed galloped down the stairs in answer to the dinner gong.
12. In the short story "The Gift of the Magi" O. Henry remarked that life is made up of sobs sniffles and smiles with sniffles predominating.
13. The idea that too much water is better than too little has killed many a house plant.
14. San Francisco Mountain 12000 feet high attracts many skiers who can travel by car in a few hours from hot desert sand to crisp mountain snow.
15. J. W. Powell the first man to explore the Grand Canyon by boat started from Green River City Wyoming on May 24 1869.
16. If any colonist knew that he would be delayed for even a few minutes in reaching the scene of the fire he flung his fire buckets out the window into the street where someone in the running crowd seized them and carried them on.
17. Mr. Blount was evidently anxious for his eyes kept wandering toward the door.
18. You may sometimes see a man wrestling with an alligator as a stunt but you are not likely to see anyone wrestling with a crocodile.

38 COMMA

19. In the United States there are more than a thousand junior and senior colleges for those who wish to continue their education beyond the high school.
20. While the evening shadows settled thickly into the age-old crater of the volcano the village lamplighter climbed up the antique Dutch lamppost placed a lantern inside the glass container climbed down and went on to the next corner.

TWO COMMAS TO SET OFF

To set off means commas *on both sides* unless the expression comes at the beginning of the sentence or needs on one side a dash, semicolon, colon, or period.

38A APPOSITIVES

Appositives, as a rule, are set off by commas.

Washington Monument, the tallest piece of masonry on earth, spears 555 feet into the sky.

38B OR, ESPECIALLY

Appositives preceded by *or* or *especially* are set off.

At a bullfight the picador, or mounted lancer, prods and excites the bull. Card games, especially solitaire, bore me.

38C IDENTIFICATION

The commas are omitted if the appositive identifies the person or thing.

The poet Goethe. (Which poet?) My niece Diane. (Which niece?)
The noun *dreamer*. (Which noun?) The year 1066. The opera *Porgy and Bess*. The expression *comme il faut*.

38D PARENTHETIC EXPRESSIONS

Most parenthetical expressions are set off by commas. Parenthetical expressions are sometimes called interrupters because they break the flow of the sentence. In speech there is ordinarily a slight pause before and after a parenthetical expression.

Wood contains, among other things, a substance called carbon.

Usually *after all*, *at any rate*, *by the way*, *for example*, *for instance*, *however*, *I think*, *I believe*, *I repeat*, *in the first place*, *on the other hand*, *though*, *to tell the truth*, and *you may be sure* are set off. These expressions are set off only if a speaker would pause before and after them.

PARENTHETIC: At the end of the day, however, Ginger had caught the most fish.

NOT PARENTHETIC: However carefully I stir it, the sauce always curdles. (*However* modifies *carefully*.)

PARENTHETIC: Success in any field, I believe, is the product of sustained effort.

NOT PARENTHETIC: I believe that success in any field is the product of sustained effort.

NO PAUSE: Chess is indeed an absorbing pastime.

NO PAUSE: The boys nevertheless admitted that they had scaled the wall.

Adjectives placed after the nouns they modify are set off.

The captive lions, spiritless and flabby, languished in their cages.

Set off *Esq.*, *Ph.D.*, *U.S.N.R.*, and the like after a name. *Jr.* and *Sr.* may be set off.

Donald F. Othmer, M.S., Ph.D., is the head of the Department of Chemical Engineering.

Mr. Arnold Hartman, Jr., is the contractor for this building.

Or: Mr. Arnold Hartman Jr. is the contractor for this building.

38E CONTRASTING EXPRESSION

The comma is used to set off a contrasting expression introduced by *not*, *but not*, or *though not*.

The sandwich, though not an American invention, has become the standard American lunch.

An etymologist studies words, not bugs.

38F ADDRESS, DATE

In an address or date every item after the first is set off by commas.

For further information about training classes for dogs write to Canine College, 449 East 86 Street, New York 28, New York. (449 East 86 Street is the second item; New York 28 is the third.)

"America" was first sung publicly on July 4, 1832, in the Park Street Church, Boston, Massachusetts, by the school children of Boston.

When the day of the month is not given, the commas may be omitted.

In December 1932 Irving Langmuir was awarded a Nobel Prize for his work in surface chemistry.

38G PERSON ADDRESSED

Commas are used to set off the name of a person addressed.

How long is a nautical mile, George?

38 COMMA

38H YES, NO

Use the comma to set off (1) *yes, no*, and similar responses; (2) introductory *well, why*, and *now*; (3) *etc.*; and (4) *oh* unless an exclamation point is needed.

Oh, no, the clock won't work on direct current.

Well, how far have we come?

All right, let's start on page 17.

The numbers 6, 9, 12, 15, etc., are all multiples of 3.

38I QUOTATION

Use the comma to set off *he said*, or a similar expression, from a direct quotation. The comma always precedes the quotation marks.

"A man must not swallow more beliefs," says Havelock Ellis, "than he can digest."

But: He cried "Help!" and sank for the last time beneath the water.

38J LETTER FORM

A comma is used after the complimentary close of a letter and after the salutation of a social letter.

Dear Harry,

Sincerely yours,

38K INTRODUCTORY PHRASE, CLAUSE

Use the comma to set off (1) an introductory participial phrase and (2) a long introductory adverb clause, prepositional phrase, or infinitive phrase.

Scattered over eleven million miles of the Pacific, the thousand atolls of Polynesia contain all together less land than Maryland, and fewer people than Rochester, New York.

When a young man in Manhattan writes to his girl in Brooklyn, the letter is blown to her through a pneumatic tube lying under the East River.

Of the five million printed manuscripts and books in the British Museum in London, Biblical writings and Greek papyri from Egypt are outstanding treasures.

To ease the animal fat shortage during the Franco-Prussian War, margarine was developed in 1870 by a French chemist.

If the conjunction *and*, *but*, or *that* is followed by an introductory participial phrase or a long adverb clause, the preferred punctuation is a comma after the modifier and no mark after *and*, *but*, or *that*.

I still think that even though a man has worked hard in a factory or an office all day long, he ought not to sit on a bus when elderly women are standing.

It is correct to insert a comma after every introductory adverb clause. If there is danger of misreading, a comma is required.

RIGHT: When the Supreme Court is in session the Justices have only a half hour for lunch.

ALSO RIGHT: When the Supreme Court is in session, the Justices have only a half hour for lunch.

But: While Mother is driving, Dad watches for traffic signs. (The comma is necessary to prevent misreading.)

A short introductory prepositional phrase is not set off by a comma. Insert a comma if there is danger of misreading without it.

After his last pitch Harry slowly trudged off the field.

But: After pitching, Harry slowly trudged off the field.

38L NONESSENTIAL PHRASES, CLAUSES

Use the comma to set off nonessential (nonrestrictive) phrases and clauses. An essential modifier defines, points out, or narrows the word modified. A nonessential phrase or clause gives additional information. It means "and something." A person reading aloud usually pauses slightly before and after a nonessential phrase or clause.

There are two tests for determining whether a phrase or a clause is essential. Since one test sometimes works better than the other, study and use both.

TEST 1. Does the phrase or the clause answer the question "Which one?" or "Which ones?" If it answers one of these questions, it is essential, and commas are not used to set it off.

ESSENTIAL: A girl *who is strong, energetic, intelligent, cheerful, and sympathetic* should consider nursing as a profession. (The italicized clause answers the question "Which girl?")

NONESSENTIAL: Lorinda Thompson, *who is strong, energetic, intelligent, cheerful, and sympathetic*, expects to be a nurse. (The italicized clause does not answer the question "Which Lorinda Thompson?")

TEST 2. Does omitting the phrase or clause change the meaning of the rest of the sentence or make nonsense out of it? If the answer is "Yes," the expression is essential.

ESSENTIAL: Underground passages *which were used as burial places by the early Christians* are called catacombs.

NONESSENTIAL: The early catacombs, *which were protected by law*, were used for refuge by persecuted Christians.

That is used only in essential clauses.

A mineral that contains enough metal to be extracted profitably is called an ore.

38 COMMA

ESSENTIAL PHRASES AND CLAUSES

1. The boy *leading the runners* was Dick Carson. (The italicized phrase answers the question "Which boy?")
2. At a recital Mother and Dad are proud of me *if I don't make mistakes*. (Without the italicized clause the statement is not true.)
3. On a flight a fountain pen *which isn't designed for air travel* will leak because of lower air pressure. (The italicized clause answers the question "Which fountain pen?")

NONESSENTIAL PHRASES AND CLAUSES

1. Dick Carson, *leading the runners*, broke the tape. (The italicized phrase does not answer the question "Which Dick Carson?")
2. Mother and Dad are proud of me, *if I am not mistaken*. (Omitting the italicized clause does not change or destroy the sense of the principal clause.)
3. On the flight my old fountain pen, *which wasn't designed for air travel*, leaked. (The italicized clause does not answer the question "Which fountain pen?")

38M CONJUNCTIONS

Use the comma before these conjunctions: (1) *for*, *though*, and *although*; (2) *as* and *since* when the clause gives a reason.

The forest Indians of eastern North America lived chiefly by hunting, although they did raise small crops of vegetables.
The President's ten o'clock broadcast from Washington, D.C., will be heard in San Francisco at seven o'clock, since Pacific Time is three hours behind Eastern Time.

The conjunction *because* is often preceded by a comma. The comma indicates a slight change of tone and a brief pause.

Rain and melted snow do not quickly flow down a forest-covered hillside, because much of the water is absorbed by the spongy floor.
But: The new plywood freight car is more useful than the conventional steel freight car because it weighs less and is easily moved.

If the clause is clearly essential, it is incorrect to use a comma before *because*.

I can't see because the sun is in my eyes.

PRACTICE 1. Setting off Nonessential Phrases and Clauses

Classify the participial phrases and adjective and adverb clauses as essential or nonessential, give a reason in each case, and insert the commas needed.

1. Julia Ward Howe who became the wife of a noted New England reformer was herself a well-known essayist and poet.

2. Her finest poem which has become one of America's best-loved songs is "The Battle Hymn of the Republic."
3. This poem first published in 1862 was written under rather unusual circumstances.
4. Traveling to Washington in the early days of the War between the States Mrs. Howe was appalled by the suffering and tragedy she saw.
5. She envied the women whose skill and training fitted them for nursing.
6. She felt that she could be of little service to her country since she had to stay at home to care for her small children.
7. One day Mrs. Howe went to see a review of troops held outside the town.
8. On the way home the road was blocked by soldiers returning to their cantonments.
9. Mrs. Howe's carriage moved slowly for the troops nearly filled the road.
10. Hoping to pass the time pleasantly Mrs. Howe and the friends with her sang popular army songs.
11. One that they sang was "John Brown's Body."
12. A friend who knew Mrs. Howe's ability suggested that she write better words for that tune.
13. The next morning Mrs. Howe waking before daylight found the stanzas of a poem taking shape in her mind.
14. Having thought the stanzas out she seized an old pen near her bed and in the darkness wrote out the poem running through her head.
15. To avoid waking her youngest child who slept near her she often wrote poems in the dark.
16. Having completed her writing she went back to sleep.
17. She thought that she liked this poem better than most things she had written.
18. The song soon became very popular for the soldiers in the army camps loved to sing it.
19. Mrs. Howe who had longed to contribute something to her country felt that now she had done her part.
20. "The Battle Hymn of the Republic" has maintained its high favor among American soldiers since it combines universal sentiments with a rugged marching tune.

ONE COMMA TO SEPARATE

"One comma to separate" means *one comma between*.

38N SERIES

The comma is used to separate words or expressions in a series. When there is a conjunction between the last two items only, it is correct to place a comma before the conjunction or to omit the comma. In some sentences this comma prevents misreading.

PREFERRED: oak, maple, and birch
 CORRECT ALSO: oak, maple and birch

38 COMMA

NOT CLEAR: In the store were displayed glass, ceramic and wood lamps.
(Are there two or three kinds of lamps?)

CLEAR: In the store were displayed glass, ceramic, and wood lamps.

NOT CLEAR: For dinner we had roast beef, spinach, baked Idaho potatoes, strawberries and milk. (Four or five foods?)

CLEAR: For dinner we had roast beef, spinach, baked Idaho potatoes, strawberries, and milk.

When conjunctions are used between all the members of a series, no comma is required unless it makes the sentence clearer.

The courtly art of ballet demands discipline and refinement and the sense of a long tradition.

In the word group *exciting football game*, no comma is used, because the adjectives are not coordinate in thought. *Football* modifies *game*, but *exciting* modifies *football game*. In *sparkling diamond ring*, *diamond* modifies *ring*, but *sparkling* modifies *diamond ring*. In *colorful victory celebration*, *victory* modifies *celebration*, but *colorful* modifies *victory celebration*.

Expressions like *an angry, bawling baby* and *delicate, sensitive features* require the comma.

TEST 1. If inserting *and* between the adjectives does not change the sense, the comma is needed: *an angry and bawling baby; delicate and sensitive features*.

TEST 2. If inverting the adjectives does not change or spoil the sense, the comma is needed: *a bawling, angry baby; sensitive, delicate features*.

The comma is not used before the *and* in firm names.

Longmans, Green and Company
Hinds, Hayden and Eldredge, Inc.

Write measures without commas.

John's exact age is 24 years 3 months 2 days, and his height is 6 feet 2 inches.

Colonel W. H. Councill flew from Long Beach Municipal Airport to LaGuardia Airport in 4 hours 13 minutes 26 seconds.

380 COMPOUND SENTENCE

The comma, as a rule, is used between the principal parts of a compound sentence if they are joined by a conjunction — *and*, *but*, *or*, or *nor*.

The female ruby-throated hummingbird builds the nest, and the male defends it.

A penguin cannot fly, but it uses its wings to propel its body through the water.

In a short sentence the comma may be omitted, especially if the conjunction is *and*, *or*, or *nor*.

Water someone else's garden and your own will always bloom. — GREEK PROVERB

If three or more short clauses are similar in form and are closely connected in thought, the comma is used to separate them.

The challenger rose from his seat, the judge pounded his gavel, the witness stared dully at the floor.
Some cheered, some booed, others kept a haughty silence.

The comma may be used to separate the principal clauses of a compound sentence when the verb is omitted from one or more of the clauses.

The birthstone for January is the garnet, for May the emerald, for July the ruby.
In Egyptian mythology Ra is the sun god, Osiris the god of the underworld, and Horus the god of day.

In a long sentence with internal punctuation, the following punctuation is preferred.

The first pianoforte was built in 1721 at Florence, Italy; the earliest known virginal, in 1581 at Antwerp, Belgium.

38P ECHO QUESTION

Insert a comma between a statement and a brief question depending upon the statement.

This looks like Chris's pen, doesn't it?
But: I solved all the problems. Did you?

38Q MISUNDERSTANDING

Use a comma to separate two words or sets of figures that might otherwise be misunderstood.

Outside, the snow was knee-deep. (The comma makes it clear that *outside* is not a preposition.)
Ever since, the dark has held no terrors for me.
The morning after, Alex dragged himself out of bed at seven o'clock as usual.
In 1950, 90 per cent of the families in my town owned automobiles.

38 COMMA

38R SEPARATION, DIVISION

A comma (1) separates two proper nouns and (2) often divides two identical words.

To Ellen, Cynthia looked like a queen.

Whoever came, came early.

But: It was hard to believe that that sweet old woman was the murderer.

38S NUMBERS

In a number in figures the comma separates hundreds, thousands, millions, etc. The comma is not needed in a number of four figures.

9,832,479 and 62,500 *but* 8932 and 2000

OVERUSE OF THE COMMA

Unnecessary commas are bothersome as well as useless. They slow up reading, overemphasize words or word groups, and sometimes distort the meaning of sentences. Punctuate sensibly by inserting a mark only when you know a good reason for it. When in doubt, leave it out.

Upon reaching shore we had to camp, on the beach, in a heavy rainstorm. (The use of commas after *camp* and *beach* unnecessarily breaks the flow of the sentence and overemphasizes the phrase *on the beach*.)

38T OVERUSE OF COMMA

Do not separate with a comma close grammatical sequences.

Subject and Verb. Do not put a comma between a subject and a verb.

The average hourly wage that a student at college can earn today, is seventy cents.

Why bees make far more honey than they need, is a mystery to me.

Verb and Predicate Nominative. Do not put a comma between a verb and its predicate nominative or direct object.

Another reason for San Francisco's growth is, that the city developed into one of the world's greatest shipping and commercial centers.

Adjective and Noun. Do not put a comma between an adjective and the noun it modifies when the adjective precedes the noun.

A tattered, dirty, cap was pulled down over a mop of hair.

Series. Do not put a comma before or after a series.

Asia, Africa, and Europe, meet in the Near East.

Preposition and Conjunction. Do not put a comma after a preposition or between a conjunction and its clause.

Let us have faith that right makes might, and in that faith let us to the end dare to do our duty as we understand it. — ABRAHAM LINCOLN

Paired Words or Phrases. Do not use a comma to separate two words or phrases joined by a coordinate conjunction.

The peregrine falcon is one of the speediest and most powerful birds.

Other Punctuation. Do not use a comma with any mark of punctuation except quotation marks.

"God bless us every one!" said Tiny Tim.

"What is the first line of the poem?" asked Greg.

EXCEPTIONS

"Send it to me C.O.D.," said Mrs. Cullen.

Until the earth had attained a mass greater than that of the moon ($\frac{1}{81}$ of the earth's), its gravity was probably not sufficient for holding gases of an atmosphere like ours.

PRACTICE 2. Illustrating Comma Rules

Write sentences to illustrate all the rules for the use of the comma. Illustrate, when you can, two or three rules in one sentence.

PRACTICE 3. Using Commas Correctly

On your paper write every word in the following sentences that should have a comma after it, and insert the mark. Be able to give the rule for each comma used. One sentence is correctly punctuated. Discover your habitual errors, break your bad punctuation habits, and form good ones.

1. When Kentucky is mentioned do you think first of "My Old Kentucky Home" Kentucky bluegrass thoroughbred horses or the Kentucky Derby?
2. Kentucky sometimes referred to as the Garden Spot of the World is known as the Bluegrass State because of the bluish color of its grass.
3. In the remote past this irregular plateau that stretches west from the Allegheny Mountains was inhabited by the Mound Builders whose burial mounds and rock dwellings may still be seen.
4. In Ancient Buried City located on a lofty bluff near Wickliffe are forty mounds five of which have been excavated.
5. Centuries after Daniel Boone rode through the Cumberland Gap into Kentucky and with a handful of rugged settlers from North Carolina settled in Boonesboro.

38 COMMA

6. Trade was carried on over the Wilderness Trail the overland route which with its various branches later became the basis for Kentucky's highway system.
7. The rambling outline of the Ohio and Mississippi rivers not the arbitrary lines of a surveyor dictated the western boundary of Kentucky.
8. Since the three thousand miles of waterways provided both transportation and power the river towns grew rapidly.
9. Kentucky once a one-crop state now produces corn hay wheat barley potatoes and tobacco and manufactures tools utensils clothing and food products.
10. The mountain ranges forest lands fertile meadowlands mining areas marshes and eroded hills foster a mixed people independent but friendly.
11. A man from Kentucky once said "I know the world is round since every-one who leaves Kentucky always comes back."
12. Kentucky loyalty however stems not alone from the bluegrass the dog-wood and the race horse.
13. Three great Americans to whom Kentucky has a claim are Daniel Boone Henry Clay and Abe Lincoln who was born at Hodgenville Kentucky on February 12 1809.
14. In literature Kentucky can boast Elizabeth Madox Roberts Irvin S. Cobb and Alice Hegan Rice author of *Mrs. Wiggs of the Cabbage Patch*.
15. To store a gold reserve the United States Treasury in 1936 built a gold bullion vault at Fort Knox a military training center thirty miles south of Louisville.
16. At Lexington which is in the center of the bluegrass section is located the biggest loose-leaf tobacco market in the world.
17. The love of the traditional American folk song has been encouraged through yearly song fests especially the Singing Convention at Benton and the American Folk Song Festival in the Kentucky foothills.
18. Sightseers visit Fort Knox the Mammoth Cave the state capitol and the log cabin in Abraham Lincoln National Park believed to be the one in which Lincoln was born.
19. Fifty thousand tourists travel each year through the horse-farming country to see the homes of racing champions.
20. To many people Man o' War Seabiscuit or Whirlaway in his home stable is a greater attraction than the grave of Henry Clay or of Daniel Boone.

TEST 8B (Mastery). The Comma

On your paper write every word in the following sentences that should have a comma after it, and insert the mark. Overpunctuation is just as bad as underpunctuation. If you either omit a needed punctuation mark or insert a mark that is not needed, the sentence is wrong. For the three correctly punctuated sentences write C. (Number of correct sentences = Score) Do not write in this book.

1. While I sewed Diana read aloud from *Moby Dick*.
2. Sweet-and-sour pork salted eggs water chestnuts and lobster stuffed with minced pork are Cantonese dishes.

3. Chicago's Brookfield Zoo which has an average of 1650000 visitors a year is one of the greatest zoological parks in the world.
4. A motorist approaching Manhattan through northern New Jersey may be fortunate enough to see a deer poking his head out of the brambles.
5. The first college football game was played in 1869 between Rutgers University the eighth oldest college in the United States and Princeton University its neighbor to the south.
6. Lexington Massachusetts now too large for the town meeting of the days of Paul Revere uses a system under which the voters elect representatives to the town meeting.
7. One of the ranchmen who strode down Claremore's main street each Saturday was Clem Rogers who later became a judge and a senator and helped to write the constitution of Oklahoma.
8. A thriving industrial life provides the inhabitants of Natchez comfort and well-being but fine old houses and formal gardens account for its charm.
9. Bermuda unlike most coral islands has many hills and ridges on its 12360 acres.
10. "In India" our host said "the umbrella is a handy and effective weapon against tigers snakes bulls and even elephants."
11. Yes bats the only true flying mammals are harmless clean graceful creatures.
12. Barry I'm sure caught a good-sized perch not a muskellunge.
13. Before our train had reached the North Philadelphia Station Grandfather's tired eyes closed his head nodded over his ample vest and he fell fast asleep.
14. Although the underground monorail subway between the Senate Office Building and the Capitol is run for the convenience of the senators tourists are frequent passengers.
15. The sand trap where I lost my golf ball is near the fourth hole.
16. Every literate native of Haiti according to an American resident of the island is a practicing poet.
17. When the groundhog or woodchuck wakes from his six-month doze crawls out of his burrow and samples the weather many people watch for his shadow and think of him as a weather forecaster.
18. Actually naturalists say the groundhog senses that the time for winter sleeping is over by the usual signs — soft ground sunshine and lack of snow.
19. A beaver fells trees quickly and builds dams that are the envy of the engineer.
20. Pennsylvania Avenue in Washington D.C. now 160 feet wide was once a muddy narrow path.

The semicolon usually has the force of a strong comma or a weak period.

40 COLON

39A WEAK PERIOD

The semicolon, as a rule, is used between the clauses of a compound sentence if they are not joined by a conjunction.

In the homes of the wealthy Southern planters elaborate balls were frequent; music and dancing were the common home entertainment.

A semicolon may precede connecting words such as *moreover, consequently, thus, hence, therefore, besides, also, however, now, nevertheless, still, then, otherwise, likewise, accordingly, finally, so, and yet*.¹ Usually, however, a period marks the sentence break. When in doubt, use a period. In the second sentence note the position of *consequently*.

CORRECT: In Portland, Oregon, six hundred businessmen give practical advice to graduating students; consequently the job hunter is well prepared for an interview and usually lands and holds his job.

PREFERRED: In Portland, Oregon, six hundred businessmen give practical advice to graduating students. The job hunter consequently is well prepared for an interview and usually lands and holds his job.

A semicolon is used before *that is, for example, for instance, in fact, at last, at least, or on the contrary* connecting principal clauses.

Some people turn their bad luck into good luck; for example, H. G. Wells began writing successfully only because he had time on his hands while recovering from a broken leg.

39B STRONG COMMA

The semicolon is used to separate coordinate parts of a sentence if they are divided by commas.

Brazil's potential resources include great iron ore deposits; diamonds, sapphires, emeralds, and other precious stones; enormous water power; and vast unexploited rubber-producing, agricultural, and forest regions.

Because most of Alaska is extremely cold in winter and the population is sparse, transportation is undeveloped and expensive; and the high costs of transportation in turn cause the soaring production costs which discourage potential investors in industry. (A comma after *expensive* is permissible.)

The colon is a mark of anticipation.

¹ The comma is frequently used before *so* and *yet*.

RIGHT: We were all tired after the hike; so we went to bed early.

RIGHT: We were all tired after the hike, so we went to bed early.

40A FORMAL INTRODUCTION

Use a colon to introduce a long quotation and to introduce formally any matter. The colon points ahead. An introduction with *this, thus, as follows, the following, these words*, or *in part* is formal and is followed by a colon.

Edgar Rice Burroughs gave a young writer this advice: "Take your successes seriously, yourself not so seriously."

Nursing can be divided into the following fields: private duty, institutional work, public health nursing, army and navy nursing, and nurses' training.

The following are famous slips by well-known radio announcers: "We will now hear from a talented young sinner"; "The various voices heard in this program were betrayed by Bill Anson"; "Nineteen hundred fifty was a grand year for Columbia Records, a record-breaking year."

The question was: would Ford break his own record in the high jump?
Or: The question was: Would Ford break his own record in the high jump?

If the words in a list of particulars are appositives, use a colon before the list. If they aren't appositives, omit the colon.

Successful swimmers have the following physical characteristics: broad hands, broad shoulders, deep chests, large chest circumference. (The particulars in the list after the colon are in apposition with *characteristics*.)

Successful swimmers have broad hands, broad shoulders, deep chests, and large chest circumference.

40B SUMMARY

Use the colon to introduce a clause that summarizes, restates, or proves the statement in the preceding clause or clauses.

Archery is excellent for posture: it develops the chest and straightens the back.

On congested roads the majority of us are well behaved: we run along in obedient lines, swallowing each other's gas fumes and holding out our hands at every stop.

40C TIME

Use the colon between figures for hours and minutes.

We shall leave for New Britain about 10:30 A.M.

40 COLON

40D SALUTATION

Use the colon after the salutation of a business letter.

Dear Professor Langley:

Gentlemen:

PRACTICE 4. Punctuating and Capitalizing

On your paper punctuate the following correctly. When necessary, divide the words into two or more sentences. Above each mark of punctuation write the number of the rule.

1. Success isn't the kind of thing that's handed to a person all but a lucky few have to work for it
2. Many people once regarded by the world as failures achieved outstanding success
3. Walt Disney was fired from a newspaper because he had no ideas but he later won an Academy Award for his animated cartoon *Snow White and the Seven Dwarfs* and received honorary degrees from the University of Southern California Harvard University and Yale University
4. An art editor gave him this advice "Why don't you give it up son you just have no talent"
5. Robert Ripley ignoring his father's suggestion that he take up some practical occupation like plumbing almost starved to death it took ten years for "Believe It or Not" to catch the public's fancy
6. Three famous men weathered these disheartening experiences the gallery hissed Disraeli's first speech before the House of Commons the teachers of Paul Ehrlich winner of a Nobel Prize in medicine dubbed him a "dull" student Sinclair Lewis was told to throw a manuscript into the waste-basket
7. Thomas Edison Isaac Newton and Napoleon were poor students and young Albert Einstein's parents thought him subnormal because he was unable to talk clearly
8. A number of writers found success only after having failed in other fields P. G. Wodehouse once a bank clerk wrote stories during office hours Stephen Leacock an utter failure at farming became a great economist and humorist Zane Grey an unsuccessful dentist sent one hundred manuscripts to publishers before *Riders of the Purple Sage* was accepted
9. After failing as a trader soldier merchant accountant and author Daniel Defoe suddenly produced his classic *Robinson Crusoe*
10. George Bernard Shaw sent one of his books to an author noted for his kind lengthy criticisms it came back with the inscription "Good heavens no"
11. To win success requires patience many a man has labored for years on a book or an invention
12. Gibbon worked for twenty years on his history of Rome Webster for thirty-seven years on his dictionary Watt for twenty years on the condensing engine
13. Fred Allen's misshapen teeth made it difficult for him to explain his

QUOTATION MARKS 43

juggling act but he found success in radio by exaggerating his strange speaking mannerisms

14. An apparent failure may turn into success for example while experimenting unsuccessfully on camphor substitutes Dr Leo Baekeland accidentally discovered bakelite
15. After the Lincoln-Douglas debates of 1858 Abraham Lincoln was defeated for a Senate seat but although he lost the 1858 election he won a national reputation that in 1860 secured his nomination for President

41

QUESTION MARK

41A QUESTION MARK

The question mark is used after a direct question, but not after an indirect question.

Why is it dangerous to swim immediately after eating?
I asked Dr. Pratt why it is dangerous to swim immediately after eating.

A period is usually used after a polite request in the form of a question.

Will you please send me your spring catalog.
At your earliest convenience will you please send me a check for the balance due.

42

EXCLAMATION POINT

42A EXCLAMATION POINT

The exclamation point is used to mark an expression of strong or sudden emotion.

Ouch! That hurt!
Wait! Help me!
Oh, what a beautiful house!

Notice the comma after the interjection *oh*. An interjection which is a real exclamation is followed by an exclamation point.

O is used with a noun in direct address and never has an exclamation point immediately after it.

O Wanda, how did you learn to play so well?

Excessive use of exclamation points, dashes, and underlining is a sign of schoolgirl style.

43

QUOTATION MARKS

43A DIRECT QUOTATION

Quotation marks are used to enclose a direct quotation, but not to enclose an indirect quotation. They go in pairs. Do not leave one set out.

43 QUOTATION MARKS

Albert Einstein says, "Madame Curie is, of all celebrated beings, the only one whom fame has not corrupted."

"Madame Curie is, of all celebrated beings, the only one whom fame has not corrupted," Albert Einstein says.

"Madame Curie," says Albert Einstein, "is, of all celebrated beings, the only one whom fame has not corrupted."

Notice what happens to a sentence with a semicolon when a verb of saying is slipped into the middle of it.

Our garden was a disappointment last year; the weeds got ahead of the flowers and stayed in the lead.

"Our garden was a disappointment last year," admitted Carol; "the weeds got ahead of the flowers and stayed in the lead." (The semicolon follows *Carol*, and *the* begins with a small letter.)

If two sentences are separated by a saying word, they are still two sentences.

Our garden was a disappointment last year. Will you give us some gardening hints?

"Our garden was a disappointment last year," said Carol. "Will you give us some gardening hints?" (A period follows *Carol*. *Will* begins with a capital.)

43B BORROWED LANGUAGE

Quotation marks enclose any borrowed language.

David Grayson believes that happiness is "a rebound from hard work."

43C INVERTED DEFINITION

In an inverted definition the word explained is in quotes.

A native of Glasgow, Scotland, is called a "Glaswegian."

Unspoken thoughts do not require quotation marks.

He must be a conceited man, thought David, to talk so about his own genius.

43D TITLES

Quote the title of a picture and of a literary work that is not a whole book — a chapter, article, essay, lecture, song, short poem, short story.

Walt Whitman sang of man's glory in "Song of Myself."

My favorite Sherlock Holmes story is "The Adventure of the Speckled Band."

43E SLANG

Quotation marks may enclose a slang expression in formal writing but not in informal writing. If the word is appropriate, no apology is needed. Do not enclose in quotation marks commonly used nicknames or fragments of familiar sayings. Do not label your humor with quotation marks.

Peewee Reese; Stonewall Jackson; Uncle Miltie; all work and no play; variety is the spice of life.

When a guy named Lefty fell off his seat, a cop threw him out on his ear.

43F SINGLE MARKS

Single quotation marks surround a quotation within a quotation.

"Ideals are all right," mused Kay; "but I remember that Samuel Johnson said, 'No man but a blockhead ever wrote except for money.'"

43G OUTSIDE OR INSIDE

Place a period or a comma inside quotation marks. Place a colon or a semicolon outside. Place a question mark or an exclamation point inside when it is part of the quotation — otherwise outside.

For examples of onomatopoeia study "The Bells," "The Congo," and "The Bombardment."

Jean stopped and muttered, "Where is my other glove?"

Did Laura say, "Inquire at the theater"?

43H QUOTED PARAGRAPHS

When two or more paragraphs are quoted, place quotation marks at the beginning of each paragraph and at the end of the quotation. The closing marks tell the reader that he has reached the end of the quotation.

PRACTICE 5. Punctuating Quotations

As you copy the following sentences, punctuate and capitalize them correctly.

1. The nearest way to glory says Socrates is to strive to be what you wish to be thought to be
2. Some of the finest teaching at Columbia College Dean Herbert E Hawkes used to say is done at Baker Field by Lou Little
3. He clasps the crag with crooked hands is the first line of Tennyson's The Eagle
4. I am memorizing Walt Whitman's O Captain My Captain
5. When Thomas A Edison was asked what the secret of achievement is he replied hard work based on hard thinking
6. Without the power of words we cannot know men said Confucius

44 DASH

7. Elmer Davis says that the American people must wake up to the seriousness of the situation
8. Pull over to the curb the policeman shouted
9. Then continued Brightman the captain shouted cast off
10. Three of my favorite short stories are Rip Van Winkle The Celebrated Jumping Frog of Calaveras County and The Great Stone Face
11. You are my first patient the doctor said what is your name
12. This is strange said Josephine the coach never stopped here before
13. I'm afraid Watson that we shall have to go to Dartmoor said Holmes this is a very ugly business
14. We shall defend our island whatever the cost may be said Winston Churchill we shall fight on beaches landing grounds in fields in streets and on the hills
15. Do you know who said please sir I want some more

44

DASH

44A CHANGE IN THOUGHT

The dash is used to indicate hesitation or to mark an abrupt change in the thought or structure of a sentence. Use the dash sparingly. Do not use it as a substitute for any other punctuation mark. Do not use a dash with a comma, semicolon, or colon.

I said — oh, forget it.

Money is like an arm or a leg — use it or lose it. — HENRY FORD

If a sentence is left uncompleted, as in conversation, a dash is used without a period.

"I'm looking for —"

"Oh, yes. We've been expecting you."

44B PARENTHETIC MATTER

Dashes may be used to make parenthetical, appositive, or explanatory matter stand out clearly. Dashes indicate greater separation than commas but less than parentheses. Use dashes if a parenthetical expression or several appositives are broken by commas.

He admits there are two sides to every question — his own and the wrong side. — CHANNING POLLOCK

A skip-bomber must fly low and fast — about twenty feet off the ground at four hundred miles an hour.

Three of my favorite desserts — apple pie, strawberry ice cream, and chocolate pudding — were on the menu.

Two of the largest bridges in the world — the Golden Gate and the Transbay — are located in San Francisco.

PARENTHESES, BRACKETS, AND ELLIPSIS MARKS 45

Set off with dashes an appositive introduced by *that is*, *for example*, *for instance*, or the like.

Some pets — for example, the cat and the hamster — require very little care.

44C SUMMARY

A dash is used before a word that sums up preceding particulars.

Industry, commerce, and the professions — these are the three broad headings under which business is commonly classified.

Banyans, Japanese cedars, teak, black ebony, and camphor trees — all these tropical trees grow in the forests of Formosa.

44D EN DASH

The en dash (short dash) has several special uses.

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\$20–\$25	4–H Club	Tuesday–Friday	Volumes I–III

45 PARENTHESES, BRACKETS, AND ELLIPSIS MARKS

45A PARENTHESES

Use parentheses (1) to enclose serial numbers and letters and (2) to enclose a remark only remotely connected in meaning with the rest of the sentence or paragraph. For setting off parenthetical expressions parentheses are seldom needed; commas and dashes are more frequently used.

Diplomatic immunity exempts from civil suit, arrest, taxation, search, or seizure (1) a foreign diplomat and (2) his staff and premises.

The second half of a declarative-interrogative sentence (can you give an example?) is called an echo question. (Note that *can* begins with a small letter. The question mark precedes the parenthesis.)

G. K. Chesterton, an enormous man (see any photograph), wrote *The Man Who Was Thursday*, *Generally Speaking*, and *The Wisdom of Father Brown*. (See begins with a small letter, and there is no period after *photograph*. The comma needed to set off follows the closing parenthesis.)

A parenthetical sentence within a paragraph has an initial capital and end punctuation.

I read that only 1.2 per cent of advertisers use television as a medium. (These must be ancient statistics.)

46 MISCELLANEOUS USAGES

45B BRACKETS

Brackets are preferred for parenthetical comment inserted in a quotation.

John said ruefully, "This [pointing to his black eye] is what I got for trying to be helpful."

Brackets also surround words inserted by a reporter or an editor in an article or a speech.

[Pause.]

[Laughter.]

45C ELLIPSIS MARKS

Ellipsis marks are used to mark an omission in a quotation.

Writing to a friend about the criticism of *Endymion*, John Keats said, " . . . It is as good as I had the power to make it — by myself. . . . I will write independently. . . ." (The first dot of four is a period. The other three are ellipsis marks.)

46

MISCELLANEOUS USAGES

46A MISCELLANEOUS USAGES

Notice the punctuation of the following:

1. *Jabberwocky* refers to meaningless or nonsensical words, such as *brillig*, *slithy toves*, *gyre*, and *gimble*.
2. *Resolved*, That only holders of Red Cross lifesaving certificates or special canoe permits be allowed to take canoes from the landing.
3. Waving frantically, Mrs. Howell scurried toward the bus stop, the pompon tail of her toy poodle bobbing up and down beside her. (The comma sets off the absolute phrase, which is a group of words with no grammatical relationship to the rest of the sentence.)
4. A pronoun is a word used in place of a noun; as, *he*, *it*, *we*.

PRACTICE 6. Punctuating Sentences

On your paper write every word in the following sentences that should have an apostrophe (see pages 159–160), a punctuation mark or two marks after it, or quotation marks before it, and insert the marks. Give a rule for each mark used except for a period at the end of a sentence. Do not write in this book.

EXAMPLE

The Hayden Planetarium where projected rays of light form stars on a 75-foot dome is under the direction of the American Museum of Natural History New York City

Hayden Planetarium, dome, American Museum of Natural History, New York City.

1. The American Museum of Natural History which stands on West 79 Street New York City just across from Central Park is open free to the public every day of the year
2. Founded and chartered in 1869 this museum exhibits stuffed mammals fossils insects scenic representations of early man in his natural setting in short every imaginable display of man and beast from the most primitive times
3. The museum building one of the largest in the city cost approximately \$16500000
4. The first floor has five especially interesting collections American Indian Life the Tree of Life the Hall of Fishes the Hall of Ocean Life and Forestry and Conservation
5. In the forestry collection is a section of a California tree that measures 16½ feet in diameter and was 1341 years old when cut down
6. Among the relics of the Indians of the North Pacific Coast whose exhibit occupies a large room may be seen totem poles a fully equipped boat and special cradles for shaping babies heads
7. Standing at a little distance one might almost believe that the life-size figures of the Indians were alive
8. Girls enjoy the collections of Indian jewelry boys however prefer the weapons fishing tackle and tools
9. Even though the American Indians all belonged to the same race they differed widely in customs and ways of life
10. The Indians of the plains for example lived in wigwams the Indians of the Southwest in pueblos the Indians of the North Pacific in wooden houses
11. Navaho blankets which are made from the wool of the Indians sheep are woven on a square loom
12. No two blankets are alike for the Indian women do not use a pattern but plan as they weave
13. Since the Indians are interested in fine craftsmanship not in speed weaving a rug is a long painstaking operation
14. A rug five by ten feet it is said requires months to make a very large rug a year or more
15. In one section of the second floor spectators gaze at the 750000 specimens of birds in another section they find various kinds of mammals including antelopes elephants and giraffes
16. Skillfully stuffed and realistically and effectively posed in forest settings the rare animals in huge glass cages make striking exhibits
17. To the timid gorillas glaring viciously from among their native surroundings seem frighteningly real
18. On the third floor most people understandably enough are fascinated by the Hall of Primates a room where monkeys and apes are displayed next to primitive man.
19. Chimpanzees baboons orangutans and proboscis monkeys to mention just a few swing from branches climb tree trunks and seem to chatter among themselves
20. Just see the monkeys young visitors cry Arent they really alive
21. If you are interested in precious stones you can find on the fourth floor all kinds of gems many of remarkable size and purity of color

46 MISCELLANEOUS USAGES

22. One of the most interesting collections includes the following a Lindbergh plane William Beebes bathysphere and the skeleton of P T Barnums Jumbo the first elephant to be imported for use in a circus
23. Would you like to spend your time in the Dinosaur Hall in which are collected remains of reptiles that lived from 60000000 to 100000000 years ago
24. Fossils of these monsters from the reptile age or the Mesozoic era as scientists call it have been found imbedded in rocks and soil in many parts of the world
25. From these fossils scientists have learned a great deal about the probable history the habits and the appearance of the primitive reptiles

PRACTICE 7. Studying Punctuation

Give a reason for every punctuation mark on pages 5, 22-23, 38, 42, and 75-78.

TEST 9A (Mastery). *Punctuation*

On your paper write every word in the following sentences that should have an apostrophe, a punctuation mark or two marks after it, or quotation marks before it, and insert the marks. See the example on page 212. Overpunctuation is just as bad as underpunctuation. If you either omit a needed mark or insert a mark that is not needed, the sentence is wrong. Do not divide one good sentence into two sentences. (Number of correct sentences = Score) Do not write in this book.

1. From the garage I salvaged an old bamboo fishing rod and with it I began to practice pole vaulting
2. A teacher affects eternity he can never tell where his influence stops —
HENRY ADAMS
3. Claires uncle Mr Banks rescued his ukelele from the rubbish can and began strumming and singing The Sweetheart of Sigma Chi
4. But Mr Hawkes I heard the neighbors say that the house is haunted insisted Billy
5. These were Barrys exact words At the first traffic light turn right and continue for three blocks
6. In 1927 Charles A Lindbergh flew from Mineola New York to Paris France in 33 hours 30 minutes
7. Driving from New York to Norfolk Virginia where Phil was stationed I missed the turnoff that he had written me about
8. Do you remember what comes after this line of America the Beautiful O beautiful for patriot dream
9. The Queensboro Bridge in New York City is built on the cantilever principle that is the span is formed by two trusses projecting toward each other but supported only at the land ends
10. When the Colossus of Rhodes one of the Seven Wonders of the World

- was leveled by an earthquake in 224 B C it was cut up for junk after lying on the ground many years
11. As the crew prepared to cast off the moorings of the *Gay Head* they saw Ben waving frantically from the wharf jumping up and down and shouting desperately
 12. But madam the salesman said gently have you read the instructions that came with the cleaner
 13. The oil of the peanut which is one of the most valuable of plants is used in salad dressing soap and margarine
 14. Magnificent shade trees a creek acres of land and a large barn these are some of the things that I have always loved at my grandfathers farm
 15. Forgetting about the hot sun Bill like Kenneth worked in the garden all afternoon and by evening had turned a lobster red
 16. In Harus ears rang the tinkle of the tiny bells set in the soles of her little sandals and all around her were throngs of merry people on their way to the temples and parks of the great city
 17. Consulting an encyclopedia I learned that pencils contain graphite not lead
 18. We shall win General MacArthur said to the Australian Federal Parliament or we shall die
 19. John Adams the second President of the United States died in Quincy Massachusetts on July 4 1826
 20. Martha says she can't go to the party because does this sound familiar she hasn't a thing to wear

TEST 9B (Mastery). *Punctuation*

On your paper write every word in the following sentences that should have a punctuation mark or two marks after it or quotation marks before it, and insert the marks. Overpunctuation is just as bad as underpunctuation. If you either omit a needed mark or insert a mark that is not needed, the sentence is wrong. Do not divide one good sentence into two sentences. (Number of correct sentences = Score)

1. When Cyrus Curtis founder of the Curtis Publishing Company first began his own publishing business he had to borrow the two thousand dollars with which the *Ladies Home Journal* was launched
2. If a would-be musician should take up the musical saw the most suitable tunes to play according to an expert saw-player are Mighty Lak a Rose and Liebestraum
3. The glass block a popular modern construction material can be used in the following ways for wall sections where light is desired for the supports of bookcases tables and other furniture and for lamps vases and ornaments
4. Meanwhile a large herd of animals frightened by the forest fire thundered across the floor of the valley and Tex and Sam dodged behind a pile of rocks
5. Man overboard yelled the lookout and the next moment a lifeboat was lowered over the side of the ship

46 MISCELLANEOUS USAGES

6. Texas Rangers carrying their horses in trailers follow the trail of an escaping criminal by automobile until the road ends and then take up the chase on horseback
7. There are two reasons why Basic English is a more practical international language than French or German English is already used by 500000000 German
8. Dr Charles Mayo the noted physician and surgeon once said You can get along with a wooden leg but you cant get along with a wooden head
9. In the market place Alfredo who seemed to grow more feeble day by day purchased a few simple supplies some rice some tobacco and a candle
10. In her first professional theater role Katharine Cornell like so many other young actors and actresses was forced to be satisfied with one line an anguished My son My son
11. The Canal Zone was granted to the United States by Panama on February 26 1904 for \$10000000 and an annual payment of \$250000 later increased to \$430000
12. Drawing a new mantle over her shoulders Lucia beamed proudly at Roberto in his striped poncho
13. A group of neighbors drenched and breathless in the driving rain continued the search for the missing child finally in the morning they found him sleepy hungry and dirty at the mouth of a small cave
14. The government erects and maintains all public buildings for example post offices courthouses prisons capitols and schools
15. The people who live by the Mississippi boatmen businessmen and fishermen share a love and respect for the river
16. Medea was the sorceress who killed her own children when she was deserted by Jason Medusa was the Gorgon or female monster slain by Perseus
17. The horses eyes flashed he bared his teeth and advanced toward the trainer
18. Where on earth demanded the astonished Mr Kastor staring at his wife did you get that hat
19. Did you know that butterflies are attracted by the color of flowers not by the odor
20. John Burroughs the famous naturalist was born on a farm in Delaware County New York on April 3 1837

PRACTICE 8. Cumulative Review

On your paper number from 1 to 50. After each number write the correct word, expression, or punctuation. Prepare to give a reason for each choice.

Shortly after 1(, or no mark) Jerry sauntered 2(in, into) the room 3(, or —) he was only two 4(hour's, hours) late 5(, or —) calmly munching a hot dog. Mother announced that 6(she, "She) would keep the tickets 7(, or no mark) since neither Betsy nor 8(I, me) 9(was, were) able to hang onto anything for more than a half 10(a minute, minute) 11(. or .")

Are those 12(Mary's, Marys) overshoes 13(laying, lying) on the living room rug or 14(your's, yours)?

A 15(snake's, snakes) organ of touch is its long, slender, forked 16(, or no mark) tongue 17(, or no mark) which the snake flicks out as it travels through the grass.

Sir Walter Scott once said that if you keep a thing for seven years 18(that you, you) are bound to find a use for it.

There 19(are, is) more exciting things to do in New York City than in any other city I 20(ever lived, have ever lived) in, but I wish there were 21(fewer, less) people.

When Bill 22(saw, seen) the pained expression on Mrs. 23(Archer's Archers) face, he realized that he had 24(brought, brung) up a forbidden subject.

I wonder how I can get paint 25(off, off of) my hands 26(, or ?)

As James Lawrence 27(laid, lay) mortally wounded on the deck of his vessel 28(, or no mark) he uttered these memorable words 29(, or :) "Don't give up the ship."

If Stubbs were here, he'd tell one of 30(them, those) jokes 31(, or no mark) that 32(turn, turns) tragedy into comedy.

When Janet 33(came, come) back from a two 34(month's, months') vacation 35(at, in) Florida, she looked so 36(different, differently) that we 37(didn't hardly recognize, hardly recognized) her.

Can you explain to Fred and 38(he, him) what the system of checks and balances 39(are, is)?

Reaching for her fifth chocolate 40(, or no mark) Muriel announced that she 41(decided, had decided) to postpone her diet 42(indefinite, indefinitely).

A man 43(ran, run) over to the bus and pounded on the door 44(, or no mark) but the bus driver wouldn't let 45(him, them) on.

Coach Wallace told Bill and 46(I, me) that the rules for modern boxing 47(was, were) drawn up in 1865 by an English sportsman 48(, or no mark) the Marquis of Queensberry.

If Raymond is afraid of the water and 49(wont, won't) learn to swim 50(, or no mark) he certainly can't expect to go with us on our fishing trip.



12

SPELLING

SECRETARIES CAN'T SPELL

This was the headline of a recent newspaper interview with the head of a New York employment agency. One corporation complained, the interview went on, that half their applicants failed the company's spelling test on words of Grade 7 difficulty.

Employers will not accept the I've-never-been-able-to-spell excuse. If you cannot spell, it is about time you learned. In a typed letter you won't be able to cover your ignorance (is it *ie* or *ei*?) by writing illegibly.

A good business house does not send out letters with misspelled words. In any writing a misspelled word is the mistake most quickly noticed and is set down as a sign of ignorance or carelessness.

47

HOW TO LEARN TO SPELL

1. Master the following lists of common words frequently misspelled.

2. Keep a list of the words you misspell in reports, letters, tests, and spelling exercises. You will find the list surprisingly short — perhaps not more than twenty-five words long, probably not more than a hundred.

3. Cross a word off your list only after you have spelled it correctly three times in succession when someone pronounces your words for you.

EXAMPLE

(c = correct; ✓ = wrong)

~~bookkeeper~~ ✓ ~~eee~~

~~semicolon~~ ✓ ~~eee~~

separate ✓ ~~cc~~ ✓ ~~c~~
occasion ✓ ~~c~~ ✓ ~~c~~ ✓

4. Pronounce each word correctly. Learn to recognize word roots, prefixes, and suffixes. Study the guides for division of words (pages 300-303) and form the habit of spelling words in syllables.

5. Know the meaning of every word you write. Look up in the dictionary new words and words about which you have only a hazy idea.

6. Break the habit of guessing at the spelling of words by forming the habit of looking up a word in the dictionary unless you KNOW that your spelling is correct. The smart-alecky "How can I find a word if I don't know how to spell it?" is no excuse. It won't tire you to look in three or four places.

7. After writing the first draft of a letter or a report, search for spelling errors and correct them. Because spelling is largely a matter of visual memory, notice carefully the way words look and turn to your dictionary if a word you have written doesn't look right. Photograph with your eyes and mind words you sometimes misspell.

8. Use any device, no matter how silly, to help you remember a word. For example, there's a rat in separate; able men are indispensable. If you have trouble with the second e in repetition, think of the e in the kindred word repeat. To spell absence, not "absence," think of the kindred word absent.

48

HARD WORDS

48A TEN HARDEST WORDS

The hard spots in the ten words most frequently misspelled by high school students are underlined.

<u>too</u>	<u>believe</u>	<u>their</u>	<u>committee</u>	<u>separate</u>
<u>its</u>	<u>together</u>	<u>principal</u>	<u>therefore</u>	<u>pleasant</u>

48B TWENTY HARD WORDS

These words are frequently misspelled.

<u>night</u>	<u>writing</u>	<u>business</u>	<u>benefit</u>	<u>acquaintance</u>
<u>anything</u>	<u>meant</u>	<u>necessary</u>	<u>dependent</u>	<u>possessive</u>
<u>anyone</u>	<u>grammar</u>	<u>there</u>	<u>independent</u>	<u>immediately</u>
<u>everything</u>	<u>received</u>	<u>until</u>	<u>occurred</u>	<u>all right</u>

48C O

Notice the single *o* in these five words:

forty	lose (verb)	move	prove	whose
-------	-------------	------	-------	-------

48D AI

These twelve words have *ai* in the last syllable.

again	Britain	complain	maintain
against	captain	curtain	mountain
bargain	certain	entertain	villain

49 FORMING PLURALS

48E EL

Four common words end in *el*.

angel level nickel squirrel

48F AID

Three past tenses end in *aid*.

laid paid said

Other *ay* verbs end in *ayed* in the past tense.

delayed played stayed

PRACTICE 1. Dictation

Prepare to write the following sentences at the dictation of your teacher or of a partner.

1. Believe me, he meant business.
2. Everything is all right. She's been an angel.
3. The committee received its invitation.
4. My principal excuse for not studying grammar is that the night is too pleasant.
5. There are one independent clause and two dependent clauses.
6. Therefore it is necessary to put it in writing.
7. You should make their acquaintance immediately.
8. Until this occurred they were always together.
9. Shall I benefit by filing a separate return?
10. It's easier to move a mountain than prove anything against him.
11. Did anyone complain to the captain about the villain?
12. If you act possessive, you'll lose him again. Of that I'm certain.
13. We shall entertain a girl whose parents live in Britain.
14. I maintain that the curtain is a bargain at forty cents.
15. She said she paid only a nickel for the toy squirrel.

49

FORMING PLURALS

49A S, ES

Most nouns form the plural by adding *s* to the singular: *trick, tricks; candle, candles*. After *s*, *x*, *z*, *sh*, and *ch*, *es* is added and forms a separate syllable: *gas* (one syllable), *gases* (two syllables); *Jones*, *Joneses*; *box*, *boxes*; *dish*, *dishes*; *church*, *churches*; *bus*, *buses* or *busses*.

49B O

Nouns ending in *o* form the plural by adding *s* or *es*.

Add *s* to:

io AND *eo* WORDS: curios, radios, rodeos, studios

MUSICAL TERMS: altos, pianos, solos, sopranos

SOME OTHER WORDS: autos, dynamos, Filipinos, silos

Add *es*:

echoes
heroes

Negroes
noes

potatoes
tomatoes

torpedoes
vetoed

Add *s* or *es* to:

buffalo
calico

cargo
memento

motto
tornado

volcano
zero

49C Y AFTER CONSONANT

Nouns ending in *y* preceded by a consonant change *y* to *i* and add *es*:
fly, flies; lady, ladies; enemy, enemies; spy, spies.

EXCEPTIONS

- a. Proper names: *Marys, Murphys, Henrys*
- b. *Stand-bys*

49D Y AFTER VOWEL

Nouns ending in *y* preceded by a vowel add *s* regularly: *donkeys, turkeys, journeys, monkeys.*

49E F, FE

Some nouns ending in *f* or *fe* add *s* regularly for the plural: *proofs, roofs, hoofs, handkerchiefs, chiefs, beliefs, dwarfs, safes.* Other nouns ending in *f* and *fe* change the *f* to *v* and add *es*: *calf, calves; half, halves; knife, knives; life, lives; loaf, loaves; sheaf, sheaves; shelf, shelves; thief, thieves; wolf, wolves.*

49F CHANGE IN SPELLING

A few nouns change their ending to *en* for the plural, or otherwise change their spelling: *child, children; foot, feet; goose, geese; man, men; mouse, mice; ox, oxen; tooth, teeth; woman, women.*

49G FOREIGN PLURALS

Many nouns retain their foreign plurals: *alumna* (feminine), *alumnae* (nē); *alumnus* (masculine), *alumni* (nī); *analysis, analyses; axis, axes;*

50 FREQUENTLY USED CONTRACTIONS

bacillus, bacilli; bacterium, bacteria; basis, bases; crisis, crises; datum, data; parenthesis, parentheses.

49H COMPOUNDS

In compound words *s* is usually added to the word that names the object: *brothers-in-law, courts-martial, editors-in-chief, major generals.*

EXCEPTIONS

- Words ending in *ful*: *handfuls, cupfuls*
- Compounds in which there is no noun: *forget-me-nots, go-betweens, mix-ups, take-offs.*
- Menservants*

49I SAME FORM

Some nouns are the same in the singular and plural: *Chinese, deer, fowl, gross, series, shad, sheep, species, trout.*

49J LETTERS, FIGURES, SIGNS

The plurals of letters, figures, and signs are formed by adding *'s*. The plural of a word used as a word is formed by adding *s*.

Can you think of an English word that has three consecutive sets of double letters — two *o*'s, two *k*'s, and two *e*'s?

But: There are no *ifs* and *buts* about it.

PRACTICE 2. Writing Plurals

Write the plural of the following words:

agency	Chinese	history	piano	spy
alley	Clancy	inquiry	prophecy	stand-by
ally	company	Jones	roof	tomato
alumna	dispatch	man-of-war	self	toothache
alumnus	ditch	maze	series	trade-mark
attorney	dwarf	monkey	sheriff	valley
auto	elf	mouthful	solo	wave length
brief	Frenchman	opportunity	son-in-law	woman
Burns	goose	parenthesis	soprano	workbench
chimney	hero	passer-by	spoonful	&

50 FREQUENTLY USED CONTRACTIONS

50A CONTRACTION

To make a contraction put an apostrophe where one or more letters are left out.

FREQUENTLY USED CONTRACTIONS 50

are + ~~n~~ot = aren't it + ~~i~~s = it's
 does + ~~n~~ot = doesn't is + ~~n~~ot = isn't
 can + ~~n~~ot = can't (two letters omitted)
 you + ~~w~~ould = you'd (four letters omitted)
 will + not = won't (a peculiar contraction)

couldn't	hasn't	I've	that's	won't
didn't	haven't	mustn't	there's	wouldn't
doesn't	I'll	o'clock	wasn't	you'll
don't	I'm	she's	weren't	you're
hadn't	it's	shouldn't	we've	you've

50B IT'S, YOU'RE, THEY'RE, THERE'S, WHO'S

Be careful not to substitute the possessive forms *its*, *your*, *their*, *theirs*, and *whose* for the contractions *it's*, *you're*, *they're*, *there's*, and *who's*. The possessive pronouns are never written with an apostrophe.

<i>it's</i> fast	BUT: <i>its</i> speed	<i>you're</i> late	BUT: <i>your</i> delay
<i>they're</i> not going	BUT: <i>their</i> refusal	<i>there's</i> a red convertible	BUT: <i>is it</i>
<i>who's</i> that	BUT: <i>whose</i> knock	<i>theirs</i>	

PRACTICE 3. Using Possessive Pronouns and Contractions

As you copy the following sentences, fill each blank with *its* or *it's*.

1. — time for the train, but I don't hear — whistle.
2. — appeal is limited, but — a good book.
3. — an edible pie even if — crust is tough.
4. — an old piano, but — tone is good.
5. — a baby robin and — nest is in the Paul's Scarlet Climber rose.

Fill each blank with *your* or *you're*.

1. — late for — lesson.
2. — not going without — rubbers.
3. — mother wants to know what — doing.
4. Because of — carelessness — fired.
5. — references are good, but — lacking in experience.

Fill each blank with *their* or *they're*.

1. — going on — vacation tomorrow.
2. — going to visit — cousins in Texas.
3. — hurrying to finish — homework.
4. You can tell by — accent where — from.
5. Because of — missing the eight-fifteen bus — going to be late for the play.

Fill each blank with *theirs* or *there's*.

1. — nothing more to say.
2. — a car just like —.
3. — Joan now.
4. — a sailboat. Is it —?
5. — no business like show business.

52 COMPOUNDS

Fill each blank with *whose* or *who's*.

1. — the blond boy? 2. — name did you give? 3. — sweater are you wearing? 4. — the third girl from the right? 5. — in charge here?

51

EI AND IE

Put *i* before *e*

Except after *c*

Or when sounded like *a*,

As in *neighbor* and *weigh*. (This rule applies to over 500 words.)

i BEFORE *e*

achieve	mischievous
besiege	piece
cashier	relieve
chief	siege
handkerchief	wield

EXCEPT AFTER *c*

ceiling
conceive
deceit
receipt
receive

SOUNDED LIKE *a*

freight
neighbor
reign
vein
weigh

EXCEPTIONS

Neither the weird financier nor the foreigner seizes leisure at its height. Three other exceptions are counterfeit, forfeit, and heifer. Where c is pronounced sh, ie follows the c: ancient, conscience, efficient, glacier, sufficient.

PRACTICE 4. Using *ei* and *ie*

Supply *ei* or *ie* and give a reason for your choice.

anc—nt	f—rce	n—ce	s—ge
bel—f	forf—t	perc—ve	s—ve
bel—ve	fr—nd	p—ce (of paper)	sl—gh
br—f	front—r	rec—ve	th—very
c—ling	gr—f	rel—f	v—l
conc—t	gr—vous	retr—ve	v—w
consc—nce	h—fer	s—ze	w—gh
counterf—t	hyg—ne	sh—ld	w—rd
dec—ve	misch—vous	shr—k	y—ld

COMPOUNDS

52

52A COMPOUND NUMBERS

Use the hyphen in compound numbers from twenty-one through ninety-nine.

twenty-fifth birthday

twenty-five cents

forty-nine bottles

52B ADJECTIVES

Hyphenate an adjective made up of two or more words if it precedes the noun modified: *second-rate hotel, two-car garage, well-turned ankle, no-hit game, ten-gallon hat, ill-advised course, live-and-let-live attitude.* Do not join an adverb ending in *ly* to an adjective or participle: *evenly matched contestants.*

When the words are after the noun, the hyphen usually isn't used.

BEFORE NOUN

worth-while book
up-to-date store
well-known doctor

AFTER NOUN

That book is worth while.
That store is up to date.
Dr. Moss is well known.

Some compound adjectives are hyphenated when used before or after the noun modified: *good-natured, old-fashioned, bright-eyed, middle-aged, long-legged, pig-headed, two-faced, flat-footed, full-blooded.* In these compounds the *ed* word is formed from a noun, not a verb.

52C POINTS OF COMPASS

Write solid — that is, without a hyphen or a space — these points of the compass: *northeast, southeast, northwest, southwest.*

52D COMPOUND PRONOUNS

Write solid the following compound pronouns: *oneself, himself, themselves, ourselves, myself, herself, itself, yourself.*

52E BODY, THING, WHERE

Write solid pronouns and adverbs ending with *body, thing, and where*: *anybody, nobody, everybody, somebody, anything, anywhere.*

Write these words solid:

altogether	everyone	mailman	semicolon
anyone	farmhouse	nevertheless	snowstorm
baggage	fireproof	notebook	someone
basketball	forehead	nowadays	sometimes
bathroom	foresee	outdoors	stockholder
bedroom	framework	overcharge	therefore
blackberries	grapefruit	postmaster	throughout
bookkeeper	heretofore	roommate	typewriting
businessman	hilltop	safekeeping	typewritten
cannot	homework	schoolboy	upstairs
classroom	inasmuch	schoolroom	wartime
copyright	indoors	scrapbook	woodwork
downstairs	mailbox	secondhand	workman

53 SIMILAR WORDS

EXCEPTIONS

You will be pleased with *any one* of these classic styles. (Note that *one* is stressed.)

Every one of the pictures was painted by a local businessman.

52F SELF

Place a hyphen after the prefix *self*: *self-respect*, *self-evident*, *self-addressed*, *self-explanatory*, *self-praise*, *self-sacrifice*, *self-reliance*.

52G PREFIXES

Prefixes joined to root words do not, as a rule, require the hyphen: *postgraduate*, *nonessential*, *coeducation*, *semiannual*, *rearrange*, *inter-scholastic*. A hyphen is used when the prefix is attached to a proper noun: *un-American*, *pro-British*, *un-Christian*.

52H IN-LAW, GREAT

Usually hyphenate compounds of *father*, *mother*, *brother*, *sister*, *daughter*, *son*, and *great*: *father-in-law*, *brother-in-law*, *son-in-law*, *great-grandmother*. Exceptions are compounds with *step*: *stepmother*, *stepsister*.

Hyphenate:

ex-president

sight-seeing

good-by or good-bye

Write as separate words:

all right

dining room

grape juice

in spite of

living room

no one

parcel post

post office

school life

week end

The tendency is to write words solid. When in doubt, consult the dictionary.

53

SIMILAR WORDS

53A SIMILAR WORDS

Think of the meaning of the word you write. Proofread to make sure you have written the word you mean instead of a word similar in sound or appearance. Distinguish between the italicized words in the following list of phrases:

to gain *access* — *excess* weight
advice to the lovelorn — *advise* the
freshmen

down the *aisle* — an *isle* in the sea
finished *already* — *all* ready to go

jilted at the *altar* — *alter* our plans
ascent of the mountain — *assent* to
the proposition

an upper *berth* — *birth* of a child
a star *boarder* — *border* of roses

SIMILAR WORDS 53

canvas shoes — *canvass* for votes
capital of our country — the *capitol*
 building
 the church *choir* — a *quire* of paper
 which did you *choose* — I *chose* yes-
 terday
cite an authority — a *sight* for sore
 eyes — the building *site*
coarse thread — *course* of true love
 an army *colonel* — *kernel* of corn
complement of the verb — *compli-*
ment for you
 a guilty *conscience* — patient is still
conscious
 drum and bugle *corps* — *corpse* in
 the coffin
 student *council* — legal *counsel*
 a *dairy* farm — write in my *diary*
 a *decent* respect — *descent* into the pit
 sandy *desert* — cake for *dessert*
 a strange *device* — *devise* a new plan
 introduce *formally* — *formerly* em-
 ployed
 go *forth* to battle — the *fourth* selec-
 tion

hear the noise — *here* we are
hole in your sock — ate the *whole*
 cake
 a *lead* pencil — were *led* astray
lessen his duties — learn your *les-*
son
 lean on the *mantel* — wear a *mantle*
passed the test — in the *past* year
 just *plain* folks — *plane* geometry
quiet in the courtroom — not *quite*
sure
right or wrong — ceremonial *rite* —
write in ink
scene of the crime — have *seen* every-
 thing
 sun *shone* — was *shown* the door
 a *stationary* engine — box of *sta-*
tionery
 go *straight* home — through the
strait
 await *their* arrival — *there* you are
 go *to* jail — *too* many people — *two*
 is company
weather forecast — *whether* to go or
 stay

53B PRINCIPLE, PRINCIPAL

Principle is always a noun: the principle of the thing. *Principal*, the word which contains a, is usually an adjective: principal parts, principal reason. *Principal* is occasionally a noun: the principal of our school, both principal and interest. *Principal* means "chief," "chief person," or "chief amount."

53C LOSE, LOOSE

Lose (pronounced looz) is a verb: lose your mind, lose your handkerchief. *Loose* (pronounced loos) is an adjective: a loose belt.

PRACTICE 5. Similar Words

Write the phrases listed under rule 53A at the dictation of your teacher or partner.

PRACTICE 6. Writing the Correct Word

Write the following sentences, filling each blank with *principle* or *principal*.

54 HARD SPOTS

1. Name our — seaports. 2. Watching television is her — occupation. 3. Our —, a man of high —s, delivered the — address at assembly today. 4. Do you understand the — of the atom bomb? 5. Spend the interest, not the —. 6. My — fault is procrastination. 7. — means "law, truth, doctrine, or moral rule." 8. The — of the note is \$300.

Fill each blank with *lose* or *loose*.

1. The screw is —. 2. Don't — it. 3. If it gets —, you will — it. 4. Did you — your — change? 5. How did you — your pen? 6. When a button on your dress becomes —, sew it on before you — it.

Fill each blank with *lead* or *led*.

1. Jerry — us out of the cave. 2. Did you borrow my — pencil? 3. Our team — 6 to 5 at the end of the eighth inning. 4. I was — to believe that these — pencils are the best made.

Fill each blank with *to*, *too*, or *two*.

1. A quart of ice cream is — much for the — of us — eat. 2. I'd rather be — early than — late. 3. Mrs. Greene is — weak — walk — miles. 4. He thought the — men were — rough, and I thought so —. 5. Al was — miles from home and was hungry —.

Fill each blank with *their* or *there*.

1. — eyes are bigger than — stomachs. 2. — is a big hill in front of — house. 3. — go the Joneses in — new car. 4. — tastes are too expensive for — income. 5. — is a light in — house.

54

HARD SPOTS

The hard spot in each word is underlined.

abundant	banana	control	duplicate
acquainted	basis	convenience	endeavor
agriculture	beautiful	convertible	expense
annual	bicycle	curiosity	extension
apartment	bus	defense	familiar
apologize	capacity	definite	gasoline
apology	choosing	descend	genius
appreciation	chosen	determined	gentlemen
assistant	clothes	difference	gingham
attitude	column	difficulties	grateful
authority	comfortable	discipline	ignorance
awkward	commercial	disgusted	imagine

<u>imitate</u>	<u>mystery</u>	<u>privilege</u>	<u>stenographer</u>
<u>imitation</u>	<u>necessity</u>	<u>pursue</u>	<u>stretch</u>
<u>innocent</u>	<u>nominative</u>	<u>quantity</u>	<u>successful</u>
<u>inquiry</u>	<u>offense</u>	<u>quartet</u>	<u>surprise</u>
<u>interfere</u>	<u>opponent</u>	<u>relative</u>	<u>suspense</u>
<u>intimate</u>	<u>opportunity</u>	<u>response</u>	<u>sympathy</u>
<u>lieutenant</u>	<u>original</u>	<u>restaurant</u>	<u>temporary</u>
<u>literature</u>	<u>partial</u>	<u>sacrifice</u>	<u>thermometer</u>
<u>magnificent</u>	<u>pastime</u>	<u>sandwich</u>	<u>thorough</u>
<u>medal</u>	<u>permanent</u>	<u>schedule</u>	<u>vegetable</u>
<u>minute</u>	<u>pneumonia</u>	<u>semester</u>	<u>virtue</u>
<u>mortgage</u>	<u>possess</u>	<u>sense</u>	<u>wonderful</u>
<u>muscle</u>	<u>possession</u>	<u>similar</u>	<u>wretched</u>
<u>museum</u>	<u>prior</u>	<u>spirits</u>	<u>written</u>

PRACTICE 7. Dictation

Write the following phrases as your teacher dictates them.

1. a successful stenographer
2. in prior possession
3. apologize for my ignorance
4. stretch the muscle
5. only a partial surprise
6. mystery and suspense
7. sandwich and a banana
8. wonderful gingham clothes
9. temporary control
10. endeavor to duplicate
11. bicycle to the museum
12. grateful for the privilege
13. schedule for the semester
14. a thorough inquiry
15. a comfortable bus trip
16. chosen the most beautiful
17. apology for my offense
18. written response
19. a magnificent apartment
20. an annual expense
21. an innocent pastime
22. mortgage the restaurant
23. a minute thermometer
24. determined to interfere
25. a genius for a relative
26. necessity for discipline
27. a permanent defense
28. intimate but not familiar
29. in wretched spirits
30. a definite quantity
31. imitate an awkward suitor
32. in the capacity of assistant
33. authority on agriculture
34. gasoline for my convertible
35. similar cure for pneumonia
36. imagine such a vegetable

Of the 10,000 words most often used in writing, 950 end in the suffix *ed*. Nearly 750 end in the suffix *ing*. If you learn how to add suffixes, you can spell, not one word, but thousands of words.

56 FINAL E

55A Y AFTER CONSONANT

Y preceded by a consonant becomes *i* before a suffix: *try, tries; city, cities; heavy, heaviest, heavily*. Rule 49C for forming plurals is a part of this rule.

EXCEPTIONS

1. Before *ing* and *ish* to avoid double *i*: *flying, babyish*
2. In proper names: *Nancys, Kellys*
3. In derivatives of adjectives of one syllable: *shyness, dryly* (Notice, however, the forms *drier, driest*.)

55B Y AFTER VOWEL

When a word ends in *y* preceded by a vowel, the *y* remains unchanged before a suffix: *play, played; delay, delayed; relay, relayed*.

EXCEPTIONS

lay, laid; pay, paid; say, said, and most of their compounds.

PRACTICE 8. Final y

1. Change each adjective to a noun by adding *ness*: *busy, worldly, cozy, dry, sly, heavy, wordy, friendly, dreary, rosy, crazy, dizzy, lonely, fluffy*.
2. Write the third person singular of the present indicative and of the past indicative of each of these verbs (*cry, he cries, he cried*): *try, apply, defy, fry, marry, bury, satisfy, supply, classify, deny, carry, tarry*.
3. Study these words. Explain for each word why *y* is changed to *i* or remains unchanged.

accompanied	happiness	modifying	replying
accompanying	hastily	necessarily	satisfactorily
amplified	heartily	ordinarily	satisfying
annoyance	hurrying	prepaid	specified
appliance	industrious	pries	studying
burglaries	kindliness	pulleys	vacancies
Delanceys	likelihood	readily	valleys
doilies	modifier	relied	verifies
families	modifies	replies	waylaid

56A FINAL E

Final silent *e* is usually dropped before a suffix beginning with a vowel and kept before a suffix beginning with a consonant. (This rule applies to more than two thousand words.)

hop(e) + ing = hoping (*Ing* begins with a vowel.)
 us(e) + age = usage (*Age* begins with a vowel.)
 imagin(e) + ary = imaginary (*Ary* begins with a vowel.)
 approv(e) + al = approval (*Al* begins with a vowel.)
 nine + teen = nineteen (*Teen* begins with a consonant.)
 shame + less = shameless (*Less* begins with a consonant.)

PRACTICE 9. Adding *ing*

Add *ing* to each of the words in the following list:

choose	move	acknowledge	enclose
come	owe	advertise	encourage
dine	rule	advise	oblige
give	shine	argue	produce
have	take	arrange	pursue
like	type	challenge	receive
live	use	complete	separate
lose	write	continue	suppose

56B IE

Words ending in *ie* drop the *e* and change the *i* to *y* before *ing* to avoid two successive *i*'s: *tie*, *tying*; *lie*, *lying*; *die*, *dying*. Note *dye*, *dyeing*.

56C CE, GE

Retain the *e* when adding *able* and *ous* to words ending in *ce* or *ge*: *advantageous*, *changeable*, *courageous*, *serviceable*. If the *e* were dropped, the *c* and *g* would be pronounced hard, as in *car* and *gate*. See rule 61A.

PRACTICE 10. Adding *able*

Form adjectives by adding *able* to these words, and explain in each case why you drop or keep the *e*.

admire	enforce	love	pronounce
advise	exchange	manage	recognize
believe	excuse	marriage	replace
compare	imagine	move	sale
debate	like	notice	use
desire	live	peace	value

No adjectives end in *ful*: *use* + *ful* = *useful*

PRACTICE 11. Adding Suffixes

1. Form adjectives by adding *ful* to these nouns: *grace*, *shame*, *revenge*, *care*, *use*, *force*, *hope*, *peace*, *wonder*.

57 DOUBLING FINAL CONSONANTS

2. Add *ly* to each of these words: *severe, scarce, sincere, sure, fine, like, immense, entire, extreme, fortunate, complete, accurate, immediate, lone, love, late, affectionate, absolute, approximate, positive, rare, mere.*

3. Add *ment* to each of these words: *advertise, encourage, excite, require, appease, announce, replace, commence.*

4. Add *ty* to *safe* and *nine*.

EXCEPTIONS

Twelve exceptions to the rule about final *e* are: ¹

acknowledgment	canoeing	judgment	shoeing
argument	duly	mileage	truly
awful	hoeing	ninth	wholly

PRACTICE 12. Writing Sentences

Write sentences for these words frequently misspelled by graduates of senior high schools. You may put two or more of the words in one sentence.

losing	scarcely	completely	desirable
tasting	likely	immediately	valuable
hoping	merely	truly	argument
coming	entirely	safety	amusement
using	extremely	ninety	achievement
pursuing	severely	useful	arrangement

57

DOUBLING FINAL CONSONANTS

These two rules apply to over three thousand words.

57A DOUBLING FINAL CONSONANTS

If a one-syllable word ends in one consonant preceded by one vowel, the final consonant is doubled before a suffix beginning with a vowel: *tin, tinny; sun, sunny; man, mannish; red, redder, reddest; big, bigger, biggest.*

EXAMPLES

1. drop, dropping, dropped. *Drop* has one syllable. The final consonant *p* is preceded by the single vowel *o*. The rule applies.
2. shine (shoes), shining, shined. *Shine* has only one syllable, but the final letter is a vowel. The rule does not apply.

¹ The spellings *acknowledgement* and *judgement* are permissible but rare.

PRACTICE 13. Doubling Final Consonants

Form the present participle and the past tense of the following verbs and explain in each case why the rule applies or does not apply.

beg	file	hop	note	skip	stop
can	fit	hope	plan	slip	sun
dive	grab	hum	plane	step	whip
drag	hem	live	ship	stir	wrap

57B ACCENT ON LAST SYLLABLE

If a word which is accented on the last syllable ends in one consonant preceded by one vowel, the final consonant is doubled before a suffix beginning with a vowel.

EXCEPTIONS

Words, like *PREF*erence from *preFER* and *RE*ference from *reFER*, in which the accent is shifted to the first syllable. *EX*cellent, however, has two *l*'s.

EXAMPLES

1. adMIT, admitting, admitted. *Admit* is accented on the last syllable. The final consonant *t* is preceded by the single vowel *i*. The rule applies.
2. SUFfer, suffering, suffered. *Suffer* is accented on the first syllable. The rule does not apply.

Notice that the rule applies only if

1. The word ends in one consonant;
2. The final consonant is preceded by one vowel;
3. The word has only one syllable or is accented on the last syllable.

PRACTICE 14. Doubling Final Consonants

Be ready to spell the following words and to explain in each case why the rule does or does not apply.

allotted	deferred	offered	reference
beginning	differed	omitted	referred
benefited	digging	omitting	referring
biggest	equipped	permitting	regretted
committed	interfering	preferable	remittance
committee	limited	preferred	repellent
committing	occurred	propeller	running
compelled	occurrence	putting	swimming
controlled	occurring	rebellion	transferred

59 GROUPS OF WORDS

58 MISSPELLING DUE TO MISPRONUNCIATION

58A CORRECT PRONUNCIATION

Correct pronunciation is an aid to spelling.

If you pronounce these words completely and distinctly, you will find them easy to spell. Do not add, subtract, or interchange sounds.

<u>a</u> ccessories	<u>e</u> ffect (<i>result</i>)	<u>l</u> iterally	<u>s</u> ecretary
<u>a</u> cross	<u>e</u> mbroid <u>e</u> ry	<u>m</u> ahog <u>a</u> ny	<u>s</u> ophom <u>o</u> re
<u>a</u> ppropri <u>a</u> tion	<u>e</u> nthusiasti <u>c</u> ally	<u>m</u> ini <u>a</u> ture	<u>s</u> pirit <u>u</u> al
<u>a</u> rtic	<u>F</u> eb <u>r</u> uary	<u>o</u> ptimistic	<u>s</u> treng <u>th</u> en
<u>a</u> thlet <u>i</u> cs	<u>g</u> limp <u>s</u> e	<u>p</u> articu <u>l</u> ar	<u>s</u> trict <u>l</u> y
<u>a</u> ttack <u>e</u> d	<u>g</u> overnment	<u>p</u> erfect <u>l</u> y	<u>s</u> ubstit <u>u</u> te
<u>b</u> arbar <u>o</u> us	<u>g</u> overnor	<u>p</u> erseverance	<u>s</u> uggest
<u>b</u> ound <u>a</u> ry	<u>g</u> radually	<u>p</u> erspiration	<u>s</u> urpr <u>i</u> sing
<u>c</u> andid <u>a</u> te	<u>g</u> riev <u>o</u> us	<u>p</u> opular	<u>s</u> ympt <u>o</u> m
<u>c</u> hamp <u>i</u> on	<u>h</u> ist <u>o</u> ry	<u>p</u> ostpon <u>e</u> d	<u>t</u> emperam <u>e</u> nt
<u>c</u> haracteristic	<u>i</u> ncidentally	<u>p</u> rejudice	<u>t</u> emperat <u>u</u> re
<u>c</u> himney	<u>i</u> ndust <u>r</u> ial	<u>p</u> robably	<u>t</u> entative
<u>c</u> hocolate	<u>i</u> nterpret	<u>p</u> roportion	<u>t</u> ragedy
<u>c</u> onsiderable	<u>i</u> ntro <u>d</u> uce	<u>p</u> roposition	<u>t</u> remend <u>o</u> us
<u>d</u> espair	<u>i</u> tin <u>e</u> rary	<u>r</u> eciprocate	<u>t</u> welfth
<u>d</u> espise	<u>l</u> aborat <u>o</u> ry	<u>r</u> efrigerator	<u>u</u> nanim <u>o</u> us
<u>d</u> estroy <u>e</u> d	<u>l</u> ength <u>e</u> n	<u>r</u> epresentative	<u>u</u> ndoubt <u>e</u> dly
<u>d</u> estruction	<u>l</u> ibr <u>a</u> ry	<u>r</u> eputation	<u>v</u> ari <u>e</u> ty
<u>e</u> conomical	<u>l</u> ight <u>n</u> ing	<u>r</u> idiculous	<u>W</u> ordsworth

When suffixes are added to words ending in *er*, the *e* is sometimes dropped, as in *launder*, *laundry*; sometimes retained, as in *grocer*, *grocery*. If the *e* is kept, the word has an extra syllable. Accurate pronunciation is a safe guide to the correct spelling.

58B E RETAINED

deliverance	murderous	temperance	upholstery
furtherance	prosperous	thunderous	utterance

58C E DROPPED

administration	encumbrance	monstrous	remembrance
disastrous	hindrance	registration	wondrous

59

GROUPS OF WORDS

59A SINGLE LETTERS

amount	around	cancel	control	excel
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59B DOUBLE LETTERS

accommodation	assessment	exceedingly	parallel
accustomed	bulletin	illustrated	possessive
address	comma	immense	proceedings
aggravate	communication	imminent	speeches
alliance	community	innovation	suggestion
ammunition	compass	installation	summary
apparatus	embarrassing	mattress	syllable
apparel	essential	miscellaneous	tariff
assassin	exaggerate	opposite	tennis

59C S, SS

Notice *s* pronounced *zh* and *ss* pronounced *sh*.

aggression	confusion	expression	permission
collision	decision	occasion	succession
commission	discussion	omission	supervision
concession	division	oppression	suppression

59D CEED, CED, SEDE

There are three *ceed* verbs.

exceed succeed proceed

There is one *sede* verb: *supersede*.

Other words have *ced*.

concede precedent preceding procedure

PRACTICE 15. Dictation

Prepare to write the following phrases as your teacher dictates them to you.

1. suppression of aggression
2. succession of speeches
3. summary of the proceedings
4. decision without precedent
5. aggravate the confusion
6. an illustrated bulletin
7. collision seems imminent
8. procedure on this occasion
9. comma after the expression
10. proceed with the address
11. an exceedingly embarrassing discussion
12. find accommodations opposite the tennis court
13. installation of the ship's compass requires supervision
14. sins of omission and commission
15. essential to find the assassin
16. accustomed to a hard mattress
17. fulfill your pledge to the community
18. tariff on miscellaneous items of apparel
19. will supersede the old apparatus
20. succeed in halting aggression
21. exaggerate the importance of the concession
22. accent the preceding syllable
23. exceed even that immense figure
24. concede that the assessment is too high
25. permission to make a suggestion
26. an innovation without parallel
27. in communi-

60 ADDING PREFIXES AND SUFFIXES

cation with other members of the alliance 28. our division is without ammunition

60 ADDING PREFIXES AND SUFFIXES

60A PREFIX, SUFFIX

Can you add a prefix or a suffix to a word without losing or doubling a letter? As a rule, words may be divided into syllables between the prefix and the root and between the root and the suffix.

bene + factor = benefactor
usual + ly = usually
mis + spell = misspell
especial + ly = especially

dis + advantage = disadvantage
drunken + ness = drunkenness
re + commend = recommend
marry + ing = marrying

60B DIS

As a rule, the *s* in the prefix *dis* isn't dropped or doubled in combination. *Dis* means "apart," "from," or "not."

dis + appear = disappear
dis + appoint = disappoint

dis + satisfied = dissatisfied
dis + agreeable = disagreeable

disapproval
disaster
discover
disease
dissect
dissent

disservice
dissimilar
dissolve
dissuade
distrust
disuse

60C AD

The consonant of the prefix *ad* is often changed but never lost. *Ad* means "to" or "toward."

ad + breviate = abbreviate
ad + parent = apparent

ad + sociation = association
ad + commodate = accommodate

accelerate
acceptance
accomplish
accordance
accumulate
accuracy
acquire
adjustment
admittance
aggregation
allocate
allude

appearance
appendix
applaud
appointment
appropriate
approve
approximate
assault
assemble
assistance
attempt
attract

60D OUS

Ci before *ous* is pronounced *sh*. Study these words ending in *ous*.

audacious
beauteous
bounteous
courteous
dangerous
delicious
desirous
gaseous

jealous
mysterious
piteous
precious
religious
serious
spontaneous
suspicious

PRACTICE 16. Adding Prefixes and Suffixes

1. Add the suffix *ly* to these words:

accidental	economical	mutual	regular
actual	equal	natural	respectful
annual	eventual	occasional	special
apparent	familiar	original	successful
artificial	final	partial	total
careful	general	personal	unsuccessful
cool	grateful	practical	unusual
cordial	moral	real	useful

2. Prefix *un* to these words: *named, natural, naturalized, navigable, neighborly, noticed, numbered*. What does *un* mean?

3. Prefix *mis* to these words: *calculate, inform, spell, spend, state, step, take, use*. What does *mis* mean?

4. Add the suffix *ous* to these words: *advantage, bulb, courage, desire, fame, marvel, outrage, poison, riot, vigor*. What does *ous* mean?

60E IN

The consonant of the prefix *in*, meaning "not," is often changed.

<i>in</i> + legible = illegible	<i>in</i> + partial = impartial
<i>in</i> + mature = immature	<i>in</i> + reverent = irreverent

PRACTICE 17. Adding *in* to Words

Write the words formed by prefixing a form of *in* to each of the following:

legal	moral	penetrable	prudent
legitimate	mortal	perfect	rational
literacy	movable	possible	regular
logical	numerable	practical	relevant
measurable	passable	probable	resistible
modest	patient	proper	responsible

60F COM

Com, meaning "together" or "with," becomes *col* or *cor* if the word to which it is added begins with *l* or *r*.

which it is added begins with		com + rode = corrode	
com + memorate = commemorate		com + rupt = corrupt	
com + lect = collect			
commander	communism	colleague	correspond
commence	collaborate	collective	corridor
commendation	collapse	colloquial	corroborate
commiserate	collateral	correction	corrosive

61 HARD AND SOFT C AND G

61

HARD AND SOFT C AND G

The letter *a* or *o* following *c* or *g* makes the consonant hard (*c* as in *car*; *g* as in *game*); *i* or *e* following *c* or *g* generally makes the consonant soft (*c* as in *city*; *g* as in *ginger*): *recall*, *recite*; *vacant*, *decent*; *elegant*, *agent*.

PRACTICE 18. Using *able* and *ible* after *c* and *g*

Fill a blank with *i* if the preceding sound is *s* or *j*; otherwise with *a*. Find out what a word means when you learn to spell it.

amic—ble	dirig—ble	impractic—ble	navig—ble
applic—ble	elig—ble	intellig—ble	neglig—ble
communic—ble	forc—ble	invinc—ble	practic—ble
despic—ble	implac—ble	leg—ble	reduc—ble

PRACTICE 19. Using *ant* and *ent* after *c* and *g*

1. Fill a blank with *e* if the preceding sound is *s* or *j*; otherwise with *a*. Know the meaning of every word.

adjac—nt	cresc—nt	emerg—ncy	neglig—nt
applic—nt	dilig—nt	extravag—nt	rec—nt
benefic—nt	diverg—nt	fluoresc—nt	reg—nt
complac—nt	effervesc—nt	intellig—nt	retic—nt
conting—nt	eleg—nce	irridesc—nt	urg—nt

2. Why is the *e* after the *g* kept in *pageant*, *sergeant*, *vengeance*? What is the purpose of the *i* in *allegiance*?

GROUPS OF WORDS

a

allowance	comparatively	guarantee	prevalent
attendant	customary	indispensable	profitable
balance	dependable	insurance	rehearsal
calendar	dictionary	obstacle	scandal
collar	fundamental	preparation	senator

e

appetite	delegate	erroneous	petroleum
beneficial	elementary	existence	repetition
cemetery	elevated	inadequate	stupefy
competent	enemy	mathematics	supplementary
competition	envelope	penetrate	telephone

HARD AND SOFT C AND G 61

		<i>i</i>	
accessible	deficit	incredible	positive
anticipate	definitely	indicate	preliminary
auditorium	destination	individual	recitation
citizen	difficult	investigation	sanitary
civilized	distribution	legislature	sensitive
comparison	dormitory	medicine	susceptible
competitive	eliminate	militarism	university
contemptible	estimate	minimum	utilize
criticism	feminine	obligation	vicinity
criticized	hesitate	organization	visible
		<i>ou</i>	
courtesy	fourteen	poultry	source
		<i>ia</i>	
artificial	financial	parliament	physician
brilliant	marriage	peculiar	politician
		<i>ie</i>	
audience	convenient	deficiency	experience
		<i>or</i>	
compulsory	director	successor	fiery
		<i>ick</i>	
frolicked	mimicking	panicky	tailor
		picnicker	picnicking

PRACTICE 20. Dictation

Prepare to write the following phrases as your teacher dictates them to you.

1. panicky at rehearsal
2. a university dormitory
3. hesitate to guarantee
4. a financial deficit
5. the attendant physician
6. a sensitive individual
7. a fiery politician
8. medicine proved beneficial
9. a brilliant recitation
10. estimate your balance
11. telephone the senator
12. customary at the cemetery
13. poultry distribution
14. stupefy the audience
15. accessible to any citizen
16. deficiency of petroleum
17. scandal is incredible
18. visible signs indicate
19. obstacle to the marriage
20. minimum of insurance
21. a positive obligation
22. comparison is difficult
23. experience in parliament
24. a sanitary envelope
25. calendar in existence
26. eliminate repetition
27. a peculiar collar
28. picnicker frolicked
29. criticism of your destination
30. penetrate enemy lines
31. definitely artificial
32. prevalent but erroneous

61 HARD AND SOFT C AND G

MORE HARD SPOTS

abs <u>u</u> rd	con <u>se</u> quently	extra <u>o</u> rdinary	orig <u>i</u> nate
acknow <u>l</u> edge	consid <u>er</u> ably	facu <u>l</u> ty	pam <u>ph</u> let
alcoh <u>o</u> l	cyl <u>i</u> nder	guard <u>i</u> an	possib <u>i</u> lity
anal <u>y</u> sis	decid <u>e</u> dly	gymnas <u>i</u> um	prair <u>i</u> e
analy <u>z</u> e	desper <u>a</u> te	handsom <u>e</u>	prof <u>ess</u> or
ann <u>i</u> versary	detr <u>i</u> mental	inconven <u>i</u> ence	pronun <u>ci</u> ation
appendicit <u>i</u> s	discret <u>i</u> on	inval <u>i</u> d	recol <u>l</u> ect
ascert <u>a</u> in	disting <u>u</u> ish	irrigat <u>i</u> on	recomm <u>en</u> dation
bachel <u>o</u> r	enorm <u>o</u> us	kindergart <u>e</u> n	rheumat <u>i</u> sm
camp <u>a</u> ign	enthusi <u>a</u> stic	labor <u>er</u>	solemn <u>ly</u>
chauff <u>eu</u> r	exhaust <u>e</u> d	lavender <u>y</u>	specim <u>e</u> n
complex <u>i</u> on	exhib <u>i</u> tion	licen <u>s</u> e	surgeon <u>al</u>
condem <u>n</u> ed	expedit <u>i</u> on	millin <u>e</u> ry	sympath <u>i</u> ze
conscient <u>i</u> ous	exquisit <u>e</u>	mutual <u>ly</u>	testim <u>o</u> ny

PRACTICE 21. Proofreading for Spelling

On your paper spell correctly the twenty-five misspelled words in the following phrases. Keep the same order and number your words.

1. proffessor on the faculty
2. hansome bachelor
3. conscientious laborer
4. exibition in the gymnasium
5. rheumatism or appendicitus
6. solemn testomony
7. ascertane by analysis
8. sympathize with the invalid
9. recomendation of a surgeon
10. analyze the pronounciation
11. discretion of the guardian
12. definately a profitable investment
13. exquisite lavendar scarf
14. detrimental to the complexion
15. posibility of irrigation of the prarie
16. exausted chauffeur reported somthing wrong with one cylinder
17. consequently forgot the anniversery
18. enormous ears distinguish this absurd pet
19. extrordinary speciman
20. how did the expedition origanate
21. considerable
22. acknolodge receipt of the pamphlet
23. desperate campaign to save the condemned man
24. recolect a kinder-
25. enthusastic about the mutual assistance pact

PRACTICE 22. Spelling Challenge

Once a month the *Saturday Evening Post* challenges its readers to spell correctly the words misspelled in manuscripts sent to the editor. Here are four similar tests on words many students misspell in their themes. Half of the words in each of the following lists are misspelled. Can you find them and spell them correctly?

SOCIAL STUDIES WORDS 62

TEST I

1. adequate
2. adieu
3. amateur
4. ambassador
5. Annapolis

6. anxiety
7. architecture
8. bouquet
9. cafeteria
10. career

11. Caribbean
12. Connecticut
13. controversy
14. delinquent
15. desperate

16. dimensions
17. emphasis
18. emphasize
19. equivalent
20. facilitate

TEST II

1. fascinated
2. immaculate
3. inaccurate
4. inaugurate
5. intellectual

6. interrupted
7. Isreal
8. kodack
9. legitimate
10. loyalty

11. Massachusetts
12. Mediterranean
13. Mississippi
14. monotonous
15. municipality

16. nuisance
17. Odyssey
18. optician
19. orchestra
20. Philippine

TEST III

1. philosopher
2. picturesque
3. prominent
4. propaganda
5. psychology

6. Pullman
7. qualifications
8. Renaissance
9. reservoir
10. routine

11. scheme
12. Shakespeare
13. sincerity
14. statistics
15. technical

16. Tennessee
17. vacuum
18. veterinarian
19. volunteer
20. yacht

TEST IV

1. accessories
2. accommodate
3. administration
4. appropriation
5. bulletin

6. calendar
7. communication
8. embarrassing
9. erroneous
10. guarantee

11. original
12. organization
13. parallel
14. prevalent
15. procedure

16. reciprocate
17. recommend
18. representative
19. ridiculous
20. sanitary

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SOCIAL STUDIES WORDS

Look up the meaning of words you don't know.

adversary
aggressor
alliance
amendment
ammunition
appease
armament
armistice
assimilation
belligerent
boycott

cabinet
campaign
civilian
conscription
declaration
democracy
dictator
exploration
imperialism
interdependence
isthmus

latitude
neutrality
opposition
parliament
patriot
petition
policy
privilege
proclamation
progressive
prohibition

proposal
sabotage
sovereign
sphere
strategy
supremacy
survey
territory
totalitarian
traitor
tyranny

63 WORDS FREQUENTLY MISSPELLED

63 WORDS FREQUENTLY MISSPELLED IN BUSINESS LETTERS

Look up in the dictionary the meaning of new words and words about which you have only a hazy idea.

accountant	corrugated	initiative	requisition
accrued	counselor	inspector	resources
adaptable	credentials	institution	responsibility
additional	creditor	instrument	reversible
administrator	debit	inventory	salaries
aeronautical	debtor	liabilities	scarcity
affidavit	defendant	linoleum	scientific
affiliated	demonstration	locomotive	shipper
aluminum	demonstrator	machinist	solicit
apprentice	depreciate	maintenance	specifically
architect	depreciation	maximum	specification
arrear	designer	mechanical	statistician
arrival	directory	memorandum	status
assigned	discrimination	mercantile	superintendent
attorney	dismissal	merchandise	supervisor
auditor	dispossess	merit	systematize
authentic	distributor	meteorologist	technically
available	dividend	mimeograph	technician
awaiting	economize	negotiations	technique
bankruptcy	economy	notary	television
beneficiary	effective	occupancy	temporarily
cancellation	electrician	patent	testimonial
carburetor	endorsement	personnel	textile
certificate	excesses	Pittsburgh	transcript
circumstances	exemption	plaintiff	transcription
clerical	expenditure	porcelain	typewriter
coincident	facilities	precision	typographical
commodity	galvanized	premises	underwear
competitor	grievance	previously	unfortunate
complimentary	guidance	professional	unique
compromise	handicapped	proprietor	universal
conference	illustrator	publicity	utilities
consignee	implement	questionnaire	vacancy
consumption	incorporated	recipient	valid
contractor	indebtedness	reconcile	vehicle
corporation	inflammable	reimburse	wholesale

13

SELECTING THE RIGHT WORD

Scientific investigations, according to the Funk & Wagnalls Company, have revealed that:

- A parrot can learn 200–300 words.
- A bright child of six knows 2000–3000.
- A slow adult knows 8000–10,000.
- The ordinary man knows 20,000–30,000.
- The well-read man knows 35,000–70,000.

How many words do you know? How many can you use correctly?

VOCABULARY TEST *Words and Context from an Issue of Holiday*

Choose the word or expression that means the same or almost the same as the italicized word.

1. It was my unpleasant duty to be present as coauthor of an *impending* musical.
1 successful, 2 light, 3 serious, 4 approaching, 5 short-lived
2. White is *perennially* right for cruise clothes.
1 without exception, 2 from year to year, 3 in most cases, 4 on the other hand, 5 from morning to night
3. There is nothing *nominal* about the prices.
1 very slight, 2 surprising, 3 average, 4 unexpected, 5 inflated
4. A *sagacious* treaty was devised.
1 unfair, 2 fair, 3 ill-advised, 4 hasty, 5 shrewd
5. We resumed our moody *vigil*.
1 silence, 2 pursuit, 3 game, 4 pacing, 5 watch
6. He had his reasons, some of them *valid*.
1 weak, 2 selfish, 3 sound, 4 obvious, 5 praiseworthy
7. This *discrepancy* can be explained historically.
1 hatred, 2 similarity, 3 loss, 4 disagreement, 5 mistake
8. Economic production has invariably *deteriorated*.
1 grown better, 2 grown worse, 3 been held up, 4 followed, 5 got out of control
9. New Zealand has few *predatory* creatures.
1 wild, 2 preying, 3 native, 4 poisonous, 5 needy
10. Hollywood is an endless subject for *glib* abuse.
1 deserved, 2 unfair, 3 from all sides, 4 loud, 5 smooth-tongued

64 USE OF THE DICTIONARY

11. Unless this *alchemy* takes place there will never be a show.
1 phenomenon, 2 cooperation, 3 transformation, 4 meeting, 5 reform
12. He admits his *frugality*.
1 economy, 2 wastefulness, 3 dishonesty, 4 lack of punctuality, 5 tendency to put things off
13. My *collaborator* was S. J. Perelman.
1 co-worker, 2 rival, 3 defender, 4 employer, 5 idol
14. The otter's traditional American foe is the *ubiquitous* commercial trapper.
1 annoying, 2 profit-seeking, 3 destructive, 4 ever-present, 5 in the way
15. The otter is *carnivorous*.
1 bloodthirsty, 2 able to live on land and in water, 3 flesh-eating, 4 sly, 5 destructive
16. His cross-country movements indicate great *stamina*.
1 endurance, 2 speed, 3 courage, 4 ability, 5 grace
17. The picture should not declare the fact *stridently*.
1 openly, 2 in a preaching way, 3 without proof, 4 shrilly, 5 unfeelingly
18. Nanking was full of *abstruse* political speculations.
1 without meaning, 2 full of possibilities, 3 far-reaching, 4 having no basis in fact, 5 hard to understand
19. This maneuver failed two or three times — to the *unfeigned* delight of the audience.
1 sincere, 2 ill-concealed, 3 pretended, 4 overwhelming, 5 secret
20. The horse was *immobile* too.
1 restless, 2 drafted, 3 unconcerned, 4 motionless, 5 tired
21. Both men displayed an almost *maudlin* affection.
1 feminine, 2 unbelievable, 3 overwhelming, 4 oversentimental, 5 disgusting
22. It wasn't like them to leave without a *fracas*.
1 free meal, 2 elaborate farewell, 3 disturbance, 4 embrace, 5 exchange of gifts
23. An elderly man was reading the *obituaries* in the morning paper.
1 stories about criminals, 2 speeches of praise, 3 biographical sketches, 4 reviews of plays, 5 death notices
24. New Zealand *allocated* almost all butter to the motherland.
1 gave away, 2 assigned, 3 shipped, 4 taxed, 5 put a ban on
25. It is a *lethal* item.
1 deadly, 2 insignificant, 3 expensive, 4 important, 5 poisonous

USE OF THE DICTIONARY

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64A DICTIONARY

Use the dictionary for the following information about words.

- | | |
|---|---|
| 1. Spelling and capitalization | 6. Derivation |
| 2. Division into syllables | 7. Meanings |
| 3. Pronunciation | 8. Synonyms and antonyms |
| 4. Parts of speech | 9. Levels of use — <i>Slang</i> , <i>Colloq.</i> (colloquial), <i>Obs.</i> (obsolete), <i>Dial.</i> (dialectal), <i>Archaic</i> |
| 5. Irregular forms — plurals of nouns, principal parts of verbs, comparison of adjectives | 10. Correct idioms |

SELECTING THE RIGHT WORD

65 THE EXACT WORD

PRACTICE 3. Using the Exact Word

Be ready to answer each of the following and to give a reason for your choice.

1. Is an unmarried woman *single* or *unique*?
2. Is eating peas with a knife a *habit* or a *custom*?
3. Is the Buddhist religion *ancient* or *antiquated*?
4. If you ask an acquaintance how much she paid for a dress, are you *curious* or *inquisitive*?
5. Do the principal figures in a local scandal achieve *fame* or *notoriety*?
6. Does Fatso need *ability* or *capacity* to eat five hot dogs and three banana splits at one sitting?
7. Would a candidate be more likely to *compare* or *contrast* his opponent with George Washington?
8. If a flirt lowers her eyes upon meeting a new man, is she *shy* or *coy*?
9. Would you vote against a candidate because you were *averse* or *adverse* to his program?
10. Are you being *familiar* or *intimate* to call Queen Elizabeth "Lisbet"?

65B BONERS

Use the right word, not one that sounds like it. Enoch Arden's wife remarried because she thought her husband was *deceased*, not *diseased*. Riding a streetcar or attending a theater within four hours of eating garlic is prohibited in Gary, Indiana, by a *statute*, not a *stature*. The old Cornwall house has *dormer* windows, not *dormant* windows.

PRACTICE 4. Correcting Boners

Find the boner in each of the following sentences and supply the word you think the writer meant to use. Be able to tell the meaning of each of the two words.

1. The sign read "Private property. Trespassers will be persecuted."
2. Jerry lost conscience and awoke four hours later in a strange white room.
3. There can be no strike until thirty days after the report of the President's meditation board.
4. The label said the finish was imperious to heat and stain.
5. The trouble with Honoria is that she has allusions of grandeur.
6. The judge ruled the question immaterial and irreverent.
7. Three dollars a bushel is higher than the parody price.
8. I thought pneumatic fever was a children's disease.
9. Fortunately the gloom and despair were not persuasive; in the kitchen I found sunshine and merriment.
10. The gigantic tent was ingenuously constructed without poles or ropes.
11. Milk of magnesia is an anecdote for some poisons.
12. Have scientists been able to insulate the cold germ?

WORDS SIMILAR IN SOUND OR SPELLING 66

66

WORDS SIMILAR IN SOUND OR SPELLING

66A WORDS OFTEN CONFUSED

Differentiate between words of similar sound or spelling. The following words often confused deserve particular attention.

accept, except *Accept* (verb) = to receive, to agree to; *except* (preposition) = but; *except* (verb) = to exclude.

Will you *accept* a collect call from Washington, D.C.?

"Nothing *except* the best" is Father's motto.

Are any employees *excepted* from the wage-freeze order?

admittance, admission *Admittance* = permission to enter a building or location; *admission* = admitting to rights and privileges.

Without a pass there is no *admittance* to the aircraft factory.

The family waited anxiously for news of George's *admission* to West Point.

affect, effect *Affect* (verb) = to influence; *effect* (noun) = result; *effect* (verb) = to bring about.

How do narcotics *affect* the nervous system?

Narcotics have a strong *effect* on the nervous system.

A narcotic given in large enough quantity to *effect* sleep or coma is called a "hypnotic."

all ready, already *All ready* = completely ready; *already* = previously.

I've *already* dusted the furniture, mopped the floors, and run the vacuum.

The house is *all ready* for your inspection.

all together, altogether *All together* = in one body; *altogether* = wholly, completely.

Now we'll sing the chorus *all together*.

The performance of *Iolanthe* was *altogether* delightful.

avocation, vocation *Avocation* = secondary occupation, hobby; *vocation* = regular occupation.

Claude Rains's *vocation* is acting.

Farming is Mr. Rains's *avocation*.

beside, besides *Beside* (preposition) = by the side of; *besides* (preposition) = in addition to; *besides* (adverb) = in addition.

Guess who sat *beside* me at the concert.

Aren't we having anything to eat *besides* crackers and cheese?

Besides, there's storage space in the basement.

66 WORDS SIMILAR IN SOUND OR SPELLING

complement, compliment *Complement* = something that completes or makes perfect, a word or group of words completing a predicate; *compliment* = something said in praise of a person or his work.

A battleship has a *complement* of over two thousand officers and enlisted men.

In the sentence "Musial hit a home run" what is the *complement* of the verb?

Miss Perkins said I was unpredictable. Is that a *compliment*?

consul, council, counsel *Consul* = representative of a government; *council* = group of people who are called together to give advice or make decisions or laws; *counsel* = advice or a lawyer who gives advice.

After Germany declared war on us in 1941 what happened to the German *consul* in New York?

The Security *Council* of the United Nations investigates international disputes.

You need legal *counsel*. Why not call Mr. Lee, who was the *counsel* for the Gray Company in its suit?

continual, continuous *Continual* = frequently repeated; *continuous* = uninterrupted.

If you go out with Al, you'll be *continually* embarrassed.

Performances at the Bijou are *continuous* from 10:50 A.M. to midnight.

credible, credulous, creditable *Credible* = believable; *credulous* = inclined to believe; *creditable* = deserving praise.

The witness's story is *credible* but impossible to prove.

Not even the *credulous* Miss Murphy will believe that story.

The orchestra gave a highly *creditable* performance of a difficult work.

desert, dessert *Desert* (noun) = barren region; *desert* (verb) = to forsake, to abandon; *dessert* = cake, pudding, etc., served at the end of a meal.

Plants that require little water, like cacti and sagebrush, can grow in a *desert*.

Soldiers who *desert* in wartime may be given the death penalty.

My favorite *dessert* is chocolate ice cream with marshmallow sauce and pecans.

disinterested, uninterested *Disinterested* = free from selfish motives, fair, impartial; *uninterested* = having no interest in what is going on, indifferent, unconcerned.

The photographs will be judged by a *disinterested* authority.

The audience, at first *uninterested*, was won over by George's eloquence.

WORDS SIMILAR IN SOUND OR SPELLING **66**

emigrant, immigrant *Emigrant* = one who leaves a country to settle elsewhere; *immigrant* = one who enters a foreign country to live there. *Emigrant*, *emigrate*, and *emigration* refer to the country left; *immigrant*, *immigrate*, and *immigration* refer to the country entered.

About fifty million people *emigrated* from Europe between 1846 and 1924.

Most *emigrants* leave their countries to seek a higher standard of living. The laws of the 1920's ended the period of free *immigration* to the United States.

eminent, imminent *Eminent* = distinguished; *imminent* = threatening.

Charles Evans Hughes was an *eminent* jurist.

The islanders thought a hurricane was *imminent*.

formally, formerly *Formally* = ceremoniously, according to set forms or customs; *formerly* = previously.

I've seen Miss Skinner several times, but I've never been *formally* introduced.

Formerly it was considered improper for a girl in her early teens to be alone as hostess.

hanged, hung *Hanged* = put to death on a gallows; *hung* = suspended.

In your state is a person given the death penalty electrocuted, gassed, *hanged*, or shot?

Eight stockings were *hung* from the mantel.

principal, principle *Principal* (adjective) = chief; *principal* (noun) = head of a school, leader, chief; *principle* = law, truth, doctrine, moral rule.

The Mississippi River forms a *principal* part of the world's largest inland waterway.

Will your high school *principal* recommend you when you apply for a position?

The compasses of ships are based on magnetic *principles*.

respectfully, respectively *Respectfully* = with respect; *respectively* = each to each in the order given.

The villager rang the bell of the great house and doffed his cap *respectfully*.

The presidents of the AFL and CIO are *respectively* William Green and Philip Murray.

66 WORDS SIMILAR IN SOUND OR SPELLING

PRACTICE 5. Selecting Correct Words

Select the correct or preferred word for each blank in the following sentences. Justify each choice.

- How did World War II — from Europe? (affect, effect) (emigration, immigration)
- colors, those that seem to strengthen each other when seen together, are on opposite sides of the color chart, not — each other. (Complementary, Complimentary) (beside, besides)
- Jimmy, who had eaten — too many —, was sick all night. (all together, altogether) (deserts, desserts)
- My chosen — is diplomatic service. I'd like to be a United States — in a cosmopolitan city far away. (avocation, vocation) (consul, council, counsel)
- Tom hadn't seen the "No —" sign and was — enjoying a solitary swim in the Smiths' private pond. (Admission, Admittance) (all ready, already)
- Will you listen to the — of an — jurist, — a member of the state Supreme Court? (consul, council, counsel) (eminent, imminent) (formally, formerly)
- The performance of *Trial by Jury* was a — one, but — interruptions by latecomers and talkers marred my enjoyment. (credible, creditable, credulous) (continual, continuous)
- In *Call Me Madam* when Sally Adams, played by Ethel Merman, was — presented to royalty, she bowed — and sprawled on the floor. (formally, formerly) (respectfully, respectively)
- When the pirates gained — to the stockade, the defenders were in — danger. (admission, admittance) (eminent, imminent)
- Everybody — the — and the faculty advisory — thought Skip Day would have a bolstering — on student morale. (accept, except) (principal, principle) (consul, council, counsel)
- When I announced that I was —, John said that — being pretty I was punctual. Being on time is a — of his. (all ready, already) (beside, besides) (principal, principle)
- I — the — with a smile. (accepted, excepted) (complement, compliment)
- We — a "Sleeping: Do Not Disturb" sign on Mr. Willis' chair, and when he discovered it we sang out — "April Fool!" (hanged, hung) (all together, altogether)
- The bandit was — and his body left to rot in the —. (hanged, hung) (desert, dessert)
- George Washington Carver and Andrew Carnegie, a former slave and a poor — boy —, are two Americans who won against odds. (emigrant, immigrant) (respectfully, respectively)
- No — judge would think your story —. (disinterested, uninterested) (credible, creditable, credulous)
- When Mr. Hawkins revealed that law was his — field and that newspaper editing was only an —, we stared at him —. (principal, principle) (avocation, vocation) (incredibly, incredulously)

SPECIFIC WORDS 67

18. The feature has — begun, but we won't miss anything because the performances are —. (all ready, already) (continual, continuous)
19. Mr. Jeffords, a man of —, will pay the — and interest when due. (principal, principle) (principal, principle)
20. What will be the — of such a sweeping change in our — products? (affect, effect) (principal, principle)

PRACTICE 6. Using Words Accurately

Make clear the differences in meaning. Consult an unabridged dictionary and a book of synonyms. Use each word in a sentence that brings out clearly its particular meaning.

adapt, adopt
advice, advise
angel, angle
ascent, assent
congenial, genial
deprecate, depreciate
enunciation, pronunciation
hypercritical, hypocritical
last, latest

later, latter
loose, lose
luxuriant, luxurious
observance, observation
personal, personnel
propose, purpose
quiet, quite
sensual, sensuous
sentiment, sentimentality

67

SPECIFIC WORDS

67A SPECIFIC WORDS

Use words that say something. Give concrete evidence.

1. Avoid adjectives like *fine*, *horrid*, *fierce*, *awful*, *nice*, *grand*, *lovely*, *cute*, *wonderful*, *gorgeous*, and nouns like *asset*, *case*, *character*, *element*, *factor*, *line*, *proposition*.

I had a *fine* time. (What happened?)

I think he's *wonderful*. (Is he handsome? Talented? Kind?)

The party was *awful*. (In what way?)

The dessert was *terrible*. (Do you mean "I don't like banana cream pie"?)

There are many *factors* to be considered. (Well, what are they?)

2. Use picture-making words.

He finally *walked* in. (Did he stumble? Stride? Tiptoe? Drift? Stagger? Breeze? Saunter? March?)

Mr. Haskins has a new car. (Is it a Ford coupé? A convertible with white wall tires and zebra upholstery? A little Crosley that tall Mr. Haskins seems to unfold from?)

68 TRITE EXPRESSIONS

3. Consider the connotation of a word — what it will suggest to others. Which do you mean?

riot
mob
union bosses
bask in the sunshine
tactless
unspoiled
dyed-in-the-wool conservative

OR
disturbance
crowd
union leaders
stay out in the hot sun
honest and direct
naïve
respector of tradition

PRACTICE 7. Using Specific Words

In seven of the following sentences substitute more specific or precise words for the general or vague expressions. Picture the details. Use words rich in connotation or suggestive power.

EXAMPLE

Lucy's awfully cute.

There's a provocative look about Lucy. Her short hair turns up, her nose turns up, the corners of her mouth turn up, and she's always just found something highly amusing.

1. Tom is such a nice boy.
2. Isn't this a gorgeous (or terrible) day?
3. I had a horrid time.
4. We had a lovely dinner.
5. He stood up, looked at us, and said what he had to say.
6. Finally we all got home.
7. Helen and Betty did a swell job of fixing over their apartment.
8. — is a grand (or horrid) place to live.
9. Teaching (or another profession) is a nice (or awful) profession.
10. — is a wonderful (or horrible) movie.

68 TRITE EXPRESSIONS

68A Clichés

Avoid trite expressions. The dealer in clichés is always *brutally frank*. To him every test is an *acid test*, every void an *aching void*, every bride a *blushing bride*. When anything falls it *falls with a dull thud* or drops *like a bolt from the blue*. He uses all of the following and more.

a pleasant time was had by all
all nature seemed
among those present
arms of Morpheus
at one fell swoop
beard the lion in his den

beat a hasty retreat
beggars description
better half
bitter end
bosom of the family
briny deep

by leaps and bounds
checkered career
cheered to the echo
cradle of the deep
doomed to disappointment
downy couch
fair sex
favor with a selection
few and far between
filthy lucre
great open spaces
heart of gold
hungry as a bear
in the last analysis
it goes without saying
last but not least
long-felt need
loving couple
memorable occasion

midnight oil
nipped in the bud
partake of refreshments
passing fancy
people with whom he comes in contact
pleasing prospect
riot of color
ripe old age
sea of faces
sigh of relief
silence reigned supreme
specimen of humanity
sweat of his brow
take by storm
the proud possessor
this broad land of ours
vast multitude
watery grave
wee small hours

68B QUOTATIONS

Avoid quotations, literary allusions, and proverbs that everyone has heard many times before. Instead of "Shall we trip the light fantastic?" say "Let's dance." Can you add to this list?

Truth is stranger than fiction.
Method in his madness
Variety is the spice of life.
The best laid plans of mice and men . . .
All work and no play . . .

Never put off till tomorrow . . .
Make hay while the sun shines.
All is not gold that glitters.
Where ignorance is bliss . . .
Music hath charms . . .
It's a small world.

PRACTICE 8. Avoiding Clichés

Rewrite the following story without the italicized clichés. Use vivid, forceful words. Keeping the essential plot, supply details. Make changes if you wish.

THE COURSE OF TRUE LOVE

I was enjoying my usual *bountiful repast* at the Milk Bar, when, *as luck would have it*, Albie Warner, who for weeks had been *conspicuous by his absence, put in an appearance*.

"I am a *troubled spirit in the depths of despair*, shaken to the very *fiber of my being*," he said to me *in deadly earnest*. "*Words cannot express my disillusionment.*"

At a loss for words myself, I waited *with bated breath* for him to go on.

"You know Maribelle Moore, the *fair maiden* of whom I was such an *ardent admirer*," he began. I knew he had dreamed of giving up his state of

69 AFFECTATION

single blessedness to unite with this sweet girl graduate in the holy bonds of matrimony. But Maribelle, always the center of attraction, as a matter of fact had given Albie only icy stares.

"Well," he went on, "as I was wending my way home the other day, fair fortune smiled, for who should meet my eye but Maribelle, alone for once in her life instead of surrounded by a goodly number of amorous swains. She said, 'My, it's a small world' and gave me a beaming smile. I rose to the occasion, took her arm, and walked on with her at a snail's pace, you may be sure."

"All went well until the light of my life discovered she had dropped an earring in the street we had just crossed. Tears welled in her eyes, as big as saucers, and, in a voice choked with emotion, she implored, 'Oh, Albie, my lovely earring — could you?'"

"No sooner said than done. Thinking I'd never see the light of day again, I threw discretion to the winds, rushed into the street in front of a heavy truck bearing down upon me with breakneck speed, picked up the earring, and raced to safety, badly shaken and scared to death, but none the worse for wear."

"Maribelle, her face wreathed in smiles, proffered her undying devotion as well as her heartfelt thanks. But I froze her with a glance. 'Maribelle,' I said, 'This is the last straw. A lady who values an earring more than a man's life is not worthy of the name.'

"So now I have seen the error of my ways," Albie concluded, "and here I am, sadder but wiser, one who has loved not wisely but too well. Ah, the irony of fate!"

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AFFECTATION

69A EUPHEMISMS, GENTEELISMS

A euphemism is a mild or agreeable expression substituted for one that may offend or suggest the unpleasant. A genteelism is a snobbish substitute for a simple word. Usually the plain word is better.

AFFECTED	NATURAL	AFFECTED	NATURAL
limb	leg	edifice	building
residence	house	blessed event	birth
arose	got up	grim reaper	death
attired	dressed	pass away	die
ablutions	bath	obsequies or	funeral
retired	went to bed	last sad rites	
expectorate	spit	floral offerings	flowers
perspire	sweat	remains	body
intoxicated	drunk	mortician	undertaker
paying guest	boarder	domestic	servant
serviette	napkin	peruse	read

69B EDITORIAL WE

Don't refer to yourself unnecessarily, but when you do, use *I*, *my*, and *me*, not *we* or *the writer*. The use of *we* in an editorial which gives

the opinion of a board of editors is entirely proper, but as designating an individual speaker or writer it is an affectation.

I should

~~This writer would like to see all important trials televised.~~

I

~~We have chosen the subject "Which Road to Salvation?" for our sermon today.~~ *my*

69C JOURNALESE

Avoid hackneyed newspaper mannerisms. In all writing, including news writing, short, simple action words are more effective than pompous, inflated epithets. In journalese fish are "denizens of the deep"; birds are "our fine-feathered friends"; fights are "fistic encounters"; dogs are "canines"; reporters are "knights of the pen"; football players are "gridiron gladiators," "mighty warriors," or "pigskin chasers."

PRACTICE 9. Using Simple Language

Translate the following affected language into plain, simple, straightforward English.

1. With cager Loomis spearheading the attack the Senior hoopsters walked roughshod over the quintet of freshie novices to the tune of 65-13. Shaw, the greenhorns' much-heralded twine tickler, scored only two charity tosses.
2. The journalism class regrets the loss of a valued staff member — Janice Hale, who has taken up residence in Phoenix, Arizona. Courtesies extended to Janice prior to her departure included two parties. Au revoir, Janet, and favor us with a communication anon.
3. After the conflagration had been extinguished, we retired once more to our downy couches.
4. Attired in a handsome black sheath creation, Mrs. Hooper, the well-known clubwoman, graced the meeting with her presence.

70

JARGON

Avoid vague, roundabout, or unnecessarily technical language. In business and government offices such language is called "jargon" or "gobbledygook." Circumlocution is another name for roundabout expression: "the morning meal" for *breakfast*; "patrons of husbandry" for *farmers*; "every person he came in contact with" for *every person he met*.

JARGON: He was the recipient of a gold fountain pen.

PLAIN ENGLISH: We gave him a gold fountain pen.

71 LEVELS OF USE

JARGON: The appropriate authorities are proceeding with all possible expedition to explore all the avenues whereby a decrease of expenditures may be achieved.

PLAIN ENGLISH: Production experts are hurrying to cut costs.

JARGON: The answer to the question is in the negative.

PLAIN ENGLISH: No.

PRACTICE 10. Using Plain English

Point out the words or phrases which make jargon of the following sentences. Rewrite the sentences in plain English.

1. A singular degree of unanimity prevailed.
2. In the next election Mr. Jackson received an augmented percentage of the votes.
3. We had already consumed the unexpended portion of the day's rations.
4. The simple fact is that there has been a cessation of housebuilding operations over a period of five years.
5. Mr. Smythe was engaged with the objective in view of office technique simplification.
6. The present status of this product is that it is unobtainable at the moment, due to its not being yet released to the jobbers by the manufacturers.
7. We regret that the rug delivered at your residence last Thursday has been found to be defective.
8. When departing from the office, all illumination is to be extinguished.

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LEVELS OF USE

71A FORMAL OR COLLOQUIAL?

Use the appropriate level of English use. The following definition makes clear that colloquial English is correct in conversation, friendly letters, and other informal speaking and writing.

(kŏ-lŏk'; *l.*), *n.* *Obs.* *conference.* *J.*
Ecc. = colloquy, 2. *A Gallicism.*
col-loque' (kŏ-lŏk'), *v. i.* [*L. colloqui.*] To converse.
col-lo'qui-al (kŏ-lŏ'kwī-äl), *adj.* [See colloquy.] Pertaining to, or used in, conversation, esp. common and familiar conversation; conversational; acceptable and appropriate in ordinary conversational context, as in intimate speech among cultivated people, in familiar letters, in informal speeches or writings, but not in formal written discourse (*flabbergast*; *go slow*; *harum-scarum*). Colloquial speech may be as correct as formal speech.
 Every educated person speaks his mother tongue in at least two ways, and the difference between the dignified and the colloquial style is considerable. *G. L. Kittredge.*
col-lo'qui-al-ly, *adv.* — *col-lo'qui-al-ness*, *n.*
col-lo'qui-al-ism (-iz'm), *n.* Colloquial style or quality; a colloquial expression; as, the colloquialism of the day.
 To rise to the rank of colloquialism and thus more formal.

[*L.*, fr. *col*, icated ap- merly, an *col'ly-we'* west), *an* awry, or *col'ly-w* stomach *col'mar* Alsace.] *col'lo-* (*k.* *kolon*, *i'* *col* *co* *b Colo-* *col'o-r* *col'o-bl* *monke* *col-lo'bl*

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In colloquial English contractions are common, words are often used rather loosely, and the sentences are shorter than in formal English.

"Had ought," "ain't," "hain't," "kinder," "youse," and "busted" are illiterate words or expressions. *Fix* (repair), *shan't*, *back of* (behind), *auto*, *phone*, *funny* (strange, odd), *lovely* (very pleasing; as, a lovely dinner), *date* (engagement), *quite a few*, and *wire* (telegram) are recognized colloquialisms.

ILLITERATE: Youse hadn't oughta eat as much. Some day you'll bust.
COLLOQUIAL: You shouldn't eat so much. Some day you'll break out at the seams.

FORMAL: A person who continually overeats will soon see the difference in his waistline.

71B DIALECT

Avoid dialect — that is, words, pronunciations, and usages peculiar to a certain part of the country or group of people. Even in writing dialog for a short story, avoid dialect unless you can handle it accurately. The speech of Huckleberry Finn, accurately reported by Mark Twain, is dialectal.

The Widow Douglas *allowed* she would sivilize me . . .

Her sister, a *tolerable* slim old maid . . .

All I wanted was to go *somewheres*. . . I *warn't* particular.

But I *dasn't* scratch. I *reckoned* I couldn't stand it more 'n a minute longer.

Whenever I got *uncommon* tired I played hooky.

71C SLANG

Do not use slang unless circumstances warrant.

1. Slang expressions readily intelligible to friends of your own age may not be understood or approved by older people or business associates. You will be considered rude or offensive if you come back from school talking about "big wheels," "BMOC's," and people who "tee you off."

2. Slang is faddy. It does not belong in business letters, formal speaking and writing, or literary efforts you hope will stand the test of time. Current slang will date your writing just as "O.K. with me, big boy," "Oh, yeah?" "a lot of boloney," "a lush dish," and "a real smoothie" date stories written a short time ago.

3. Slang is habit-forming. People you meet may think you boring, dull, unimaginative, stupid, or a little too young if you say over and over "Nuts," "Oh, skip it," "Are you kidding?" "lousy," "swell," "dreamy," or "simply divine." Even good friends may become annoyed.

72 WORDS OFTEN MISUSED

blame on Colloquial for *blame*.

COLLOQUIAL: Why do you always *blame* everything *on* me?

STANDARD: Why do you always *blame* me for everything?

borrow, lend, loan A person in need *borrow*s. A person who has *lends*. *Loan* is ordinarily a noun but may be used as a verb, particularly in banking.

Mr. Case *borrowed* our lawn mower last Monday and hasn't returned it. Dad will never *lend* it to him again.

What rate of interest does the First National Bank charge on *loans*?

both, each *Both* refers to two objects together; *each*, to an individual object.

Do *both* the skirt and jacket cost \$19.95?

No. *Each* piece costs \$19.95. *Both* cost \$39.90.

bring, take, fetch *Bring* and *take* are opposites. *To bring* means "to convey toward the speaker." *To take* means "to convey away from the speaker." *To fetch* means "to go and get and then bring back."

Take the new code book to Captain Weeks and *bring* back his old copy. I left the groceries in the car. Will you *fetch* them?

Bring your projector. (You are going to visit the speaker.)

Take your umbrella. (You are leaving the speaker.)

can, may Ordinarily *can* is used for ability and *may* for permission, probability, or possibility. Although in conversation *can* is allowable in asking permission, most careful speakers use *may*.

can't help but *I can't help wondering* is generally preferred to "I can't help but wonder."

cause, reason Complete such an expression as *the cause was* or *the reason was* with a predicate noun or noun clause.

WRONG: The reason given for the arrest was because of the publisher's violation of Argentina's security law.

RIGHT: The reason given for the arrest was the publisher's violation of Argentina's security law.

RIGHT: The reason given for the arrest was that the publisher had violated Argentina's security law.

contact *Contact* as a verb is used in business but is often considered objectionable, as in "I contacted Mr. Tracey." This use of *contact* is colloquial.

criticize *To criticize*, or review as a critic, means to point out merits as well as defects.

doubt that After *doubt*, *that* is preferred to *but that* or *but what*.

I do not *doubt that* the parking meters will be installed within a year.

either, neither Preferably used only when the choice is between two persons or things.

Either of the two buses will take you to the city line.

I'd be happy to own *any* of the three cars.

enthuse Colloquial for "make enthusiastic" or "be enthusiastic."

be enthusiastic

STANDARD: I don't see anything to ~~enthuse~~-about.

firstly Most writers prefer *first*.

following Not a preposition. Use *after*.

After

~~Following~~ the wedding a reception was held at the Iroquois Hotel.

funny Colloquial for *strange* or *odd*.

gentleman, lady Don't use these words ordinarily for *man* and *woman*.

In your state is jury service mandatory for *women* as well as *men*?

gents A vulgarism for *gentlemen*.

PRACTICE 12. Using Words Correctly

Select the correct or preferred word or expression in each of the following sentences. Justify each choice.

1. Athletics — — —, but I fear we are — — — to overemphasize — — —. (are is) (all right, alright) (beginning, commencing) (it, them)
2. Not caring where we went as long as we went — — —, we decided to get on the next train and see where it would — — — us, but Jamaica was — — — it went. (some place, somewhere) (bring, take) (all the farther, as far as)
3. Neither Joan nor Flo is particularly — — — about the decision of the Vassar — — — to meet — — —, for they think once a year is enough. (enthused, enthusiastic) (alumnae, alumni) (biennially, semiannually)
4. This is just — — — us three, but I can't help — — — that if Tom — — — from — — — people he'd have more friends. (among, between) (but think, thinking) (borrowed, loaned) (fewer, less)
5. There were three — — — for secretaries in the paper, but I don't know — — — I want — — — of the jobs. (ads, advertisements) (as, whether) (any, either)
6. I don't doubt — — — we would — — — Mother less if we had — — — arguments. (but that, that) (aggravate, irritate) (fewer, less)
7. Jim thought it was — — — when the proprietor asked him to — — — the box to a — — — in Room 609. (funny, strange) (bring, take) (gentleman, man)

72 WORDS OFTEN MISUSED

mathematics, physics, economics Usually singular nouns.

mighty Colloquial for *very* or *extremely*: "I'm mighty glad to be here." Do not overwork the word.

most Colloquial or dialectal for *almost*.

STANDARD: Captain Kennedy has been ^{*almost*} ~~most~~ everywhere.

movies Colloquial for *motion pictures*.

nohow Dialectal for *not at all*.

nowhere near Colloquial for *not nearly*.

STANDARD: I'm ^{*not nearly*} ~~nowhere near~~ ready.

of "Could of," "may of," "might of," "must of," "should of," "would of," and "ought to of" are illiterate corruptions of *could have, may have, might have, must have, should have, would have, and ought to have*.

^{*have*}
At least Bill could ~~of~~ telephoned.

off of, off from. *Off of* is uncultivated for *off*. *Off of* and *off* are dialectal for *from*.

An unidentified man fell ~~off of~~ the subway platform.

We bought the motorcycle ^{*from*} ~~off of~~ Paul's brother.

oral, verbal *Oral* applies to spoken words; *verbal*, to words either spoken or written.

What is the correlation between *verbal* aptitude and success in college?
Is an *oral* contract binding?

over with Colloquial for *over*. Say "The party is *over*."

party, person Party, except in legal language, means "body of people": "dinner party," "Republican party." The use of *party* for *person* is slang.

^{*person*}
You all know the ~~party~~ ^{*person*} I mean.

passed, past The verb is *passed*.

^{*passed*}
We ~~past~~ ^{*passed*} Martha on the street but she didn't speak to us.

patronize Colloquial for *trade with*.

Why don't you *trade with* our local merchants?
Don't *patronize* me. I'm as good as you are.

per Preferably used only with Latin words.

You are allowed seven dollars *a day* for expenses.
You are allowed seven dollars *per diem* for expenses.

practical, practicable *Practical*, the opposite of *theoretical*, means "definitely useful or serviceable in actual life"; *practicable* means "workable" or "feasible."

If tests prove the new plane *practicable*, production will begin in May.
Mother is the only *practical* person in our family.

quite Precisely used, *quite* means "completely" or "positively": "quite correct," "quite alone," "quite mistaken," "quite agree with." Loosely or colloquially used, the word means "very" or "rather": "quite sick," "quite tired."

quite a, quite the, quite some Colloquial in expressions like "quite a few," "quite the boy," "quite some time."

PRACTICE 13. Using Words Correctly

Select the correct or preferred word or expression in each of the following sentences. Justify each choice.

1. Mr. Stimson's remark — that nobody could — me anything and that I'd never — Newton. (implied, inferred) (learn, teach) (graduate, graduate from)
2. If Ellie — watched the baby faithfully, he wouldn't — fallen — the pond. (had, had of) (have, of) (in, into)
3. With so many candidates for election no one is — to get a — of the votes. Election by a — is, however, —. (apt, liable, likely) (majority, plurality) (majority, plurality) (practicable, practical)
4. That — person makes me —. You can't — him anything. (kind of, kind of a) (angry, mad) (learn, teach)
5. When Mrs. Penn moved — the barn, — people thought she was crazy. (in, into) (a lot of, many) (Leave us, Let's)
6. — tell Father now. I'll be — glad to get it —. (extremely, mighty) (over, over with)
7. My comment — that fifty dollars — week was — enough compensation for my services. (implied, inferred) (a, per) (not nearly, nowhere near)
8. I told this — I had — for — time that I'd never buy anything — him again. (party, person) (patronized, traded with) (a long, quite some) (from, off)

72 WORDS OFTEN MISUSED

9. What city are you — to — —? (apt, liable, likely) (locate, settle) (at, in)
10. Either mathematics or physics — required and I know both are — difficult, but I think I'll —. (are, is) (kind of, rather) (get by, pass)
11. We — Jean on her way to another —. She goes — every night. (passed, past) (motion picture, movie) (almost, most)
12. — me present my side in writing rather than in — exchange of views. (Leave, Let) (an oral, a verbal)
13. Mrs. Case — always orders us — her lawn, but Mr. Case — us cut across. (almost, most) (off, off of) (leaves, lets)
14. — us try to find out whether Mr. Barton fell — the river or leaped — the bridge. (Leave, Let) (in, into) (off, off of)

real Loose and uncultivated for *very* or *really* in expressions like "a real good time," "write real soon."

receipt, recipe *Recipe* is gradually displacing *receipt* in the sense of a "set of directions for preparing something to eat."

Let's try this *recipe* for shrimp creole.

reckon Means "compute" or "calculate." Colloquial or dialectal in the sense of *think, suppose*.

think

STANDARD: I ~~reckon~~ I can eat two quarts myself.

reverend *Reverend* or *Rev.* should never be used with the last name alone.

RIGHT: Reverend Howard Travis, Rev. Howard Travis, the Reverend Mr. Travis, Reverend Mr. Travis, Rev. Mr. Belcher

WRONG: Reverend Travis, Rev. Travis

right A localism for *extremely*: "I'm right glad to see you."

same Crude and stilted when used instead of a personal pronoun.

Please fill out the enclosed card and mail ~~same~~ ^{it} today.

say Should not be used to mean "give orders," with an infinitive as object.

ordered

Captain Hancock ~~said for~~ us to report at 8:30 A.M.

Captain Hancock said that we should report at 8:30 A.M.

seldom ever Illiterate. Say *very seldom* or *hardly ever*.

hardly

Father ~~seldom~~ ever loses his temper.

show Colloquial for a *theatrical, television, or radio performance*.

show up Colloquial for *arrive*.

size Colloquial for the adjective *sized*. Typical of shop talk.

Should I order a small- or medium-*sized* glove?

some Colloquial for *somewhat*. Slang in expressions like "That was some party."

The victim's condition is *somewhat* improved.

start Suggests setting out from a particular point, as on a journey or a race.

The opening night performance *begins* at 8:15 P.M.

The three little kittens *began* to cry.

On July 15 we shall *start* toward Mackinac Island for our vacation.

state, say *State* means "set down in detail."

Mr. Hurley *stated* the facts in the case clearly.

No one can ^{*say*} ~~state~~ what will happen within a year.

stop Colloquial for *stay*.

We *stayed* overnight at the Plaza Hotel.

sure Slang for *certainly* or *indeed*.

I'm ^{*certainly*} ~~sure~~ surprised to see you here.

than, then *Than*, a conjunction, is used after the comparative degree of an adjective or adverb. *Then*, an adverb, means "at that time" or "next."

More marble was used in the construction of the United States Supreme Court Building *than* in any other structure in the world.

than, till, until Often improperly used for *when*. After *no sooner* (comparative degree) *than* is correct: "No sooner had we returned than the telephone rang."

Scarcely had Mother sat down ^{*when*} ~~than~~ the baby set up a howl.

Hardly ten minutes had gone by ^{*when*} ~~till~~ Bob called back to apologize.

that Colloquial as an adverb: "How can anybody be *that* mean?"

73 IDIOMS

in search of; to search for
keep off the grass
need of food
oblivious of
part from a person; part from or with a thing
stay at home; stayed in Chicago a month
superior to our team
sure to, not "sure and"
take the ball from his young brother, not "off of"
wait on or upon a customer; wait for a person or thing

PRACTICE 15. Using Correct Idioms

Use correctly in good sentences twelve of the preceding expressions.

PRACTICE 16. Improving Word Choice

In the following letter substitute for each misused word or expression the correct or preferred word or expression. How many errors can you find?

Dear Homer,

Now that I've graduated school I feel kind of disinterested in things. I reckon as I should start making so much per week, but reading the help-wanted ads is all the farther I've gone. They have learned me a lesson, though — I should of studied something beside girls in school.

With regards to making money, as I see it there are no less then four ways. Firstly, a party can inherit same, but I'm not liable to do that. Then one can marry for money, but that sort of a marriage seldom ever works out. I'd rather be hung then be told continuously that I wouldn't be anywheres accept for the lady whose bounty I was living off of. The idea is all together repulsive. I don't mean to infer that marriage is not a highly credible institution, you understand. The third way, stealing money, some think alright, but I don't want to go that far, and I don't doubt but that I'd be caught and spend the balance of my life in jail.

You can't help but agree that neither of these methods is practical. I'm not real enthused about the fourth way, but I guess I'll have to try to earn some money. The prospect aggravates me, since you know as I'm against working on principal. Maybe I can loan some money off you.

Leave me tell you the latest story about Gus. He's some character alright. "I see where you have a new car," I said to him. "Yes," he said. "The reason is because I went in Godwin's garage for a gasoline can, and I don't like to go anywheres without buying something."

Be sure and write more often. It's been quite some time — most a month — since I've heard from you.

Sincerely,
Eddy

TEST 10A (Mastery). *Correct Word*

Select the correct or preferred word or expression to fill each blank, and write it on your paper after the number of the sentence. (Right — Wrong = Score)

1. Laziness is responsible for a great — spelling errors. (deal of, many)
2. Many guests of the President — at Blair House. (stay, stop)
3. The trouble with Louise is that she's — in sports. (disinterested, uninterested)
4. Our guide divided his catch — the three of us. (among, between)
5. Ella is the — girl nobody would whistle at. (kind of, kind of a)
6. Did you read — Shumlin's store was broken into again? (that, where)
7. No one likes to — favors from people he distrusts. (accept, except)
8. Dr. Collins told how people are — by radiation poisoning. (affected, effected)
9. Ed leaped — the well to rescue the kitten. (in, into)
10. When Harvey Cheyne was picked up by the fishing schooner, he commanded the fishermen to — him home. (bring, take)
11. — me see that scarf you're wearing. (Leave, Let)
12. The cashier — us how to recognize a counterfeit bill. (learned, taught)
13. There were — than a hundred students at the atomic energy lecture. (fewer, less)
14. The — of Central High will speak on teacher training. (principal, principle)
15. Why don't you cut down on the — of meals you eat a day? (amount, number)
16. During the summer we bought our butter — a family down the road. (from, off of)
17. Except on week ends I — always go to bed at ten o'clock. (most, almost)
18. Have you — Fran's invitation? (accepted, excepted)
19. For the — of the evening we watched television programs. (balance, rest)
20. When you go on your trip be sure to — plenty of film. (bring, take)

TEST 10B (Mastery). *Correct Word*

Select the correct or preferred word or expression to fill each blank, and write it on your paper after the number of the sentence. (Right — Wrong = Score)

1. Should I — such an expensive gift? (accept, except)
2. If you had read the directions, you would have made — mistakes. (fewer, less)
3. I read — Maggie Jones was elected to Phi Beta Kappa. (that, where)
4. If a candidate needs only a — to win, we won't need a run-off election. (majority, plurality)

74 VOCABULARY QUIZZES

5. That — party is not my idea of entertainment. (sort of, sort of a)
6. The jury filed — the courtroom and we waited breathlessly. (in, into)
7. If I did not suspect trickery, I should — the offer. (accept, except)
8. How will this stalemate — the morale of the troops? (affect, effect)
9. Jacob gave Joseph food to — to the workers in the field. (bring, take)
10. Edwin has — passed his physical examination for the Air Force. (all ready, already)
11. I didn't — my family know anything about the letter. (leave, let)
12. During my vacation I read a great — mystery stories. (deal of, many)
13. Doris could see herself standing before a class, — the pupils something useful. (learning, teaching)
14. I borrowed ski equipment — my cousin. (from, off of)
15. Mr. Carson's will divided his property — his three sons. (among, between)
16. The — grievance of the students was the refusal of the president of the Student Association to recognize their representatives. (principal, principle)
17. We are — to have a clear day tomorrow. (liable, likely)
18. The repairman came but said he'd have to — the radio to his shop. (bring, take)
19. — all Ogden Nash's poetry is humorous. (Almost, Most)
20. Did World War II increase the — of people mentally ill? (amount, number)

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VOCABULARY QUIZZES

QUIZ — Context Clues

Tell the meaning of the italicized words in these sentences from one issue of the *Saturday Evening Post*. Look for clues in the context to help you understand a word. It's not fair to use the dictionary until after you have taken the quiz.

1. Probably nowhere else in the world is there the *wanton* disregard for human life there is in the Chinese Red Army.
2. Nitroglycerin is unpredictable; it explodes with but little human *provocation* and sometimes without anybody's being near it.
3. The nitroglycerin trucks are washed and carefully examined after every trip, because a car may spring a leak in *transit*.
4. Most military men are relatively *inarticulate*, but Collins has never been at a loss for words.
5. The barge sank, but the money aboard was *salvaged*.
6. The present criticism at least indicates an interest in schools; it is much better to have criticism, even if some of it is unjust, than complete *apathy*.
7. The officer doubted the *efficacy* of the plan, which had already resulted in the wiping out of two companies.
8. In some of the two thousand cases groups of oil producers brought suit against Colonel Roberts, but in most instances Roberts was the *plaintiff*.
9. The committee indifferently re-elected the *incumbent* officers.

10. He gives people months to pay something on account and practically never *duns* anybody.

QUIZ — Wordbuilding

Some Latin and Greek prefixes and roots occur in dozens of words. If you know that *circum* means "around" you have a clue to the meaning of *circumference*, *circumnavigate*, *circumlocution*, *circumscribe*, and *circumambulate*.

Test your knowledge of prefixes and roots by completing these definitions. Fill the blank with the meaning of the italicized prefix or root.

1. *Anglophile* = — of England
2. *antedate* = come —
3. *antipathy* = feeling —
4. *autonomy* = — government
5. *bureaucracy* = — by bureaus
6. *chronometer* = — piece
7. *circumlocution* = speaking —
8. *claustrophobia* = — of being closed in
9. *hypercritical* = — critical
10. *interpolate* = insert —
11. *intrastate* = — a state
12. *introspection* = looking — oneself
13. *microcosm* = — world
14. *misanthrope* = a hatred of —
15. *omniscient* = knowing —
16. *peripatetic* = moving —
17. *polygamous* = having — wives
18. *posthumous* = — death
19. *retrogress* = move —
20. *superannuated* = — aged

QUIZ — Can You Count?

A knowledge of Latin and Greek numbers helps too. Fill in the blanks with numbers from 1 to 10. Give yourself an extra point for supplying another word using the same italicized root.

1. In music an *octave* embraces — notes.
2. A *trident* is a spear with — prongs.
3. A line of *pentameter* verse has — metrical feet.
4. *December* was month number — in the old Roman year.
5. A *monotone* continues on — pitch or tone.
6. An order made out in *quadruplicate* has — copies.
7. A *heptagon* has — sides.
8. A *decade* comprises — years.
9. A *hexagon* is a — sided figure.
10. A *bilingual* person speaks — languages.

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QUIZ — Are You at a Loss for Words?

Can you think of the word you want when you want it? For each word in the following list think of a word beginning with the letter *m* that is opposite in meaning. Give yourself four minutes. If you score twenty-two or more, words will rarely fail you.

EXAMPLES

sane — mad

extreme — mean

clear — muddy

- | | | | |
|--------------|-------------------|-------------------|-------------------|
| 1. conceited | 8. servant | 15. correction | 22. unsystematic |
| 2. minor | 9. spiritual | 16. good will | 23. spender |
| 3. good luck | 10. minimum | 17. forgetfulness | 24. evening |
| 4. optional | 11. insignificant | 18. truthful | 25. feminine |
| 5. few | 12. happy | 19. sad | 26. compassionate |
| 6. divorce | 13. discordant | 20. undeserved | 27. impolite |
| 7. civilian | 14. find | 21. disobey | 28. ample |

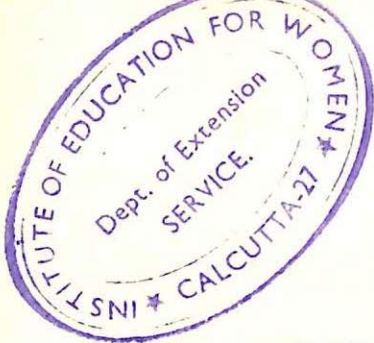
QUIZ — Foreign Imports

The italicized words and phrases have entered our language from foreign countries. How many do you know? Complete each sentence by selecting the correct choice. Look up the pronunciation as well as the meaning of each word or phrase you are not sure of.

1. A person given *carte blanche* receives (1) something for nothing (2) full authority (3) a second helping (4) a scolding (5) another chance.
2. The *bête noire* of some schoolboys is (1) playing hooky (2) their pet dogs (3) television (4) the dismissal bell (5) homework.
3. If you associate with *hoi polloi*, you mingle with (1) hoodlums (2) merry-makers (3) the masses (4) social climbers (5) people of distinction.
4. If you are in a *cul-de-sac* the best thing to do is (1) go back (2) forge ahead undaunted (3) wait patiently (4) make a detour (5) bring in reinforcements.
5. You will commit a *faux pas* if you (1) ask your mother-in-law to live with you (2) leave a party without thanking your hostess (3) forge a check (4) arrive at the theater without the tickets (5) miss a train.
6. A *fait accompli* is (1) yet to be done (2) impossible to do (3) bound to happen (4) perfected through practice (5) already done.
7. A person with *sang-froid* (1) catches cold easily (2) is easily frightened (3) has a sore throat (4) stays calm and collected (5) has something to hide.
8. The best thing to do with good *hors d'oeuvres* is (1) admire them (2) ride them (3) eat them (4) listen to them (5) sip them slowly.
9. You will be most likely to find a *prima donna* in (1) a meat market (2) a convent (3) an opera house (4) a South American mansion (5) a bank.
10. A person who speaks *sotto voce* (1) raises his voice (2) has his tongue in cheek (3) demands attention (4) mumbles (5) speaks in an undertone.
11. If you get something *gratis* (1) say "Thank you" (2) consider the source (3) see a doctor (4) ask someone to help you carry it (5) take it back.

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12. A person with a *forte* (1) has an inferiority complex (2) excels in one thing (3) is secure from attack (4) talks too loudly (5) has a stroke of luck.
13. If someone orders "*Presto*" you should (1) procure some canned heat (2) pour in more antifreeze (3) run for shelter (4) applaud (5) go fast.
14. A *gauche* person is (1) athletic (2) cowboy-like (3) awkward (4) loud (5) not very bright.
15. If you are having a *tête-à-tête* you probably are (1) resting (2) preparing for a date (3) listening to an orchestra (4) exchanging secrets (5) getting a haircut.



14

BUILDING PLEASING, FORCEFUL SENTENCES

The Muse has always smiled on anglers. Perhaps their delightfully perverse and unreasonable sport brings them close to the mysteries; or perhaps there is some similarity about the making of a cast and the making of a sentence — both must be accurate, graceful, rhythmical, and neat. — JOHN MOORE

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VARIED SENTENCES

75A SENTENCE VARIETY

Vary the length and type of sentence you use. There is no one best kind of sentence. Each kind helps the writer to achieve a particular effect.

75B SHORT SENTENCE

Short sentences are easier to understand than long ones, and when introduced after a number of long ones, add vigor. The short sentence is also used to express strong feeling or create a dramatic effect.

Courage is grace under pressure. — ERNEST HEMINGWAY

Never outstay a climax. — THOMAS EDWARD LAWRENCE

Hitch your wagon to a star. — RALPH WALDO EMERSON

75C LONG SENTENCE

In a *long sentence* a speaker or writer can express accurately and fully a complicated idea with its details and qualifications.

And thus the tactful person can hardly be enthusiastic, because enthusiasm implies a certain combativeness; but he must be able to appreciate enthusiasm in other people, and, what's more, to interpret and harmonize enthusiasm in such a way as to make it seem natural and agreeable, instead of appearing, as it often does, superior and fanatical. — A. C. BENSON

PRACTICE 1. Improving Primer Style

Improve the style of the following passage by combining short sentences into longer, unified sentences.

278 BUILDING PLEASING, FORCEFUL SENTENCES

My favorite room was the library. It was at the back of the house. The ceiling was low. The walls were paneled in pine. The boards had been stained the color of rich mahogany. A thick green carpet covered the floor. All the furniture was worn and comfortable. There was a red leather sofa. It faced the fireplace. A rough wooden bench stood between the sofa and the fire-place. It was long and narrow. It was intended for a coffee table. More often it served as a footrest. At the ends of the sofa were matching tables. They had a dull cherry finish. On each end table was a lamp. Mr. Thatcher had made the lamps himself. The base of each lamp was a sand-colored earthenware jug. The shades were covered with tan monk's cloth. On either side of the fireplace were bookcases. They stretched from the floor to the ceiling. The shelves were crammed with books. All my favorites were there.

75D LOOSE SENTENCE

Long sentences may be either *loose* or *periodic*. A *loose sentence* makes complete sense if brought to a close at one or more points before the end.

Only the Penobscot and the Passamaquoddy Indians are left || of the more than twenty tribes that once inhabited Maine.

75E PERIODIC SENTENCE

A *periodic sentence* makes complete sense only at the end.

Of the more than twenty tribes that once inhabited Maine only the Penobscot and the Passamaquoddy Indians are left.

The loose sentence is simpler, clearer, and more natural than the periodic; but the periodic sentence keeps the hearer in suspense until the last word is reached. Because it holds the attention, impresses the point, and varies the usual subject-verb order, it should be used frequently for effect.

PRACTICE 2. Using Loose and Periodic Sentences

Turn each loose sentence into a periodic sentence and each periodic sentence into a loose sentence.

1. If James Bryant Conant had not accepted the presidency of Harvard University, he might be one of the recipients of the Nobel Prize. (Put the name in the first clause.)
2. In 1933 he was the distinguished head of the Chemistry Department when he was elected Harvard's twenty-third president.
3. He had gained wide recognition for his brilliant research in organic chemistry.
4. Long before he graduated from high school he showed scientific ability.
5. In the laboratory in the Conant home outside Boston, Jim analyzed his mother's favorite household preparations.

75 VARIED SENTENCES

6. Mrs. Conant became annoyed when her young son told her that she was paying outrageous prices for preparations made from very simple ingredients.
7. Though years of bending over test tubes in a chemistry laboratory are not the usual training for a university president, Dr. Conant has fitted ably into his new role.
8. He avoids seeming harried even when his schedule of appointments is most pressing.

75F BALANCED SENTENCE

A *balanced sentence* has two parts that are similar in form.

What sculpture is to a block of marble education is to the soul. — JOSEPH ADDISON

A politician thinks of the next election; a statesman, of the next generation. — J. F. CLARKE

It matters more what's in a woman's face than what's on it. — CLAUDETTE COLBERT

75G QUESTION, EXCLAMATION, COMMAND

Use an occasional question, exclamation, or command to add variety and life to your writing. "Do you believe it?" is livelier than "It is hard to believe." "How thoughtful of her!" is stronger than "That was thoughtful of her."

Dost thou love life? Then do not squander time, for that is the stuff life is made of. — BENJAMIN FRANKLIN

Laugh a little more at your own troubles and a little less at your neighbor's.

What a delicate and rare and gracious art is the art of conversation! — CHRISTOPHER MORLEY

75H SUBJECT NOT FIRST

Frequently place a word or words before the complete subject. Most pupils overuse the simple sentence beginning with the subject. Use both subject-first and subject-not-first sentences.

ADVERB: *Courageously* Billy faced the angry goose.

ADVERB AND VERB: *There* are only two styles of portrait painting, the serious and the smirk. — CHARLES DICKENS (*There* and *it* are often used to invert sentences.)

PREPOSITIONAL PHRASE: *With used-up smiles* their friends waited for them to go. — ELIZABETH BOWEN

ADVERB CLAUSE: *When I speak my native tongue in its utmost purity in England,* an Englishman can't understand me at all. — MARK TWAIN

PARTICIPIAL PHRASE: *Hating anything in the way of ill-natured gossip ourselves,* we are always grateful to those who do it for us. — SAKI

INFINITIVE PHRASE: *To have a friend*, be a friend.

PREDICATE ADJECTIVE AND VERB: *Better is half a loaf than no bread.* — JOHN

HEYWOOD

NOUN CLAUSE AS OBJECT OF VERB: *How I managed to pass that examination*
I'll never know.

PRACTICE 3. Placing Something before the Subject

Revise each sentence by placing a word or words before the complete subject. Then tell what grammatical element or elements you placed before the subject.

1. The Bermuda Islands are in the Atlantic Ocean about seven hundred miles from New York.
2. The islands, lying close together in a crescent-shaped formation, cover about nineteen square miles.
3. They were discovered by Juan Bermudez, whose name they bear, in 1515.
4. Nine ships bound for Virginia sailed from Plymouth, England, approximately one hundred years later.
5. The flagship was driven off its course when a terrible storm came up.
6. The voyagers, landing in Bermuda, stayed there for ten months.
7. Their reports of the beauty of the islands were so enthusiastic that permanent settlers soon arrived.
8. Most of the buildings in Bermuda are now made of coral stone, although the first settlers used cedar for their houses.
9. Every house must be whitewashed once a year.
10. Winding coral roads, built by convicts long ago, run through the islands.
11. Sailors brought shrubs, trees, and flowering plants from all over the world to beautify their homes.
12. The large fields of Easter lilies are justly famous.
13. Colorful and beautiful fish abound in the waters around Bermuda.
14. The islands are a popular winter resort in peace times, since the climate is pleasant and healthful.

751 COMPLEX SENTENCE

By writing complex sentences avoid overworking *and*, *but*, and *so*.

CHILDISH: There was a long line outside Radio City Music Hall, so Jim and I decided to go to the Little Carnegie instead, and we saw an excellent British movie.

GROWN-UP: Since there was a long line outside Radio City Music Hall, Jim and I decided to go to the Little Carnegie instead, where we saw an excellent British movie.

PRACTICE 4. Writing Complex Sentences

By subordinating one of the ideas change each compound sentence or group of sentences into a complex sentence. Whenever possible,

75 VARIED SENTENCES

place an adverb clause before the principal clause it modifies. Select conjunctions that show exactly how clauses are related in thought.

1. Drive along the main highways from New England to Florida, and you're bound to see the distinctive white cupola, orange roof, and blue-green shutters of many a Howard Johnson restaurant.
2. Howard Johnson conceived his idea for a chain of roadside restaurants in 1935. Before that he had had fifteen years of financial ups and downs as manager of a neighborhood store in the Wollaston section of Quincy, Massachusetts, a dozen summer ice cream stands around Boston, and a restaurant in the shopping district of Quincy.
3. His principal business was the Wollaston soda and newspaper shop. There, behind a partition, he began to manufacture his now famous ice cream.
4. It took several years for him to put his restaurant in Quincy on a paying basis, but in the early months of its operation a stroke of luck brought customers in by the droves.
5. Eugene O'Neill's *Strange Interlude* had been banned in Boston, so the management put it on at the Quincy Theater.
6. It was an extremely long play, so there was an hour-and-a-half intermission for dinner.
7. During the run of the play Howard Johnson's restaurant served crowds of theatergoers. They were especially enthusiastic about the ice cream and helped to spread its fame.
8. Then *Strange Interlude* ended its engagement, and business quickly declined.
9. Today the famous string of Howard Johnson restaurants is often referred to as a chain, but Howard Johnson himself owns only a fraction of them.
10. Most of the restaurants are bought and paid for by independent businessmen. These men sign an agreement to conform to Howard Johnson standards, to handle Howard Johnson ice cream exclusively, and to buy certain other Howard Johnson products, such as fountain sirups and candy.

75J APPOSITIVES

Use appositives to save words and improve sentence structure.

WEAK: Herman Melville went to sea as a cabin boy at the age of eighteen. He is the author of *Moby Dick*.

BETTER: Herman Melville, the author of *Moby Dick*, went to sea as a cabin boy at the age of eighteen.

PRACTICE 5. Using Appositives

In each of the following, combine the sentences by substituting an appositive for one of them.

1. On a blustery morning in March, 1873, a lanky young farm boy applied for work at Augsburg and Moore. This was a dry-goods store in Watertown, New York.

2. His entire fortune amounted to fifty dollars. He had accumulated this sum by doing odd jobs in his spare time.
3. Convincing Mr. Augsbury and Mr. Moore that they should hire a green-horn was no easy job. They were both hard-headed businessmen.
4. Finally they decided to give him a trial, with the understanding that he was to work without pay for three months and do all the mean jobs. These were washing the windows, sweeping the floors, and delivering packages.
5. After three months he was to receive an impressive salary. He would then be paid \$3.50 a week.
6. Thus F. W. Woolworth made his debut into the business world. Woolworth was the founder of the fabulously successful five-and-ten-cent store.
7. In 1879 Woolworth decided to go into business for himself, but his first store was a financial failure. It was a tiny shop in Utica, New York.
8. His next venture was a store in Lancaster, Pennsylvania. It was the first of a long series of successes for the one-time farm boy.
9. Though there is no longer a ten-cent ceiling on the price of goods sold at Woolworth's, the stores have retained the features responsible for their success. They still offer wide variety and prices are low.
10. While Woolworth at the age of sixty was living in Europe for his health, he hurried home to put through an undertaking that meant much to him. It was the erection in New York of the tallest skyscraper in the world at that time.

75K COMPOUND PREDICATES

By building sentences with compound predicates, avoid the overuse of compound sentences with *and I, and we, and he, and she, and and they.*

At thirteen Paul Revere took his place in his father's shop and he learned the art of working in precious metals.

PRACTICE 6. Using Compound Predicates

Improve these sentences by turning each one into a simple sentence with a compound predicate.

1. A jungle hammock can be slung between two trees, or it can be used on the ground as a tent.
2. Debbie flopped down on the couch, and in less than a minute she was fast asleep.
3. A starfish will wrap its arms about an oyster, and then it will force the valves open with its feet.
4. Chris grabbed a handful of cookies from the pantry, he turned on the radio, and then he settled down to study for his chemistry quiz.
5. For a moment Don and Larry wrestled on the diving board, and then with a great splash they tumbled into the water.
6. Sailing a boat is great fun, but it requires a high degree of skill.

76 VIVID SENTENCES

75L MORE PARTICIPLES

In revision substitute participial phrases for some clauses.

CHILDISH: *Rodeo* is a Spanish word. It means "roundup."

GROWN-UP: *Rodeo* is a Spanish word meaning "roundup."

PRACTICE 7 Using Participles

Improve these sentences by substituting participles for some of the verbs in principal or subordinate clauses.

1. Over ninety lighthouses guard the New England coast. They warn fishing fleets of storms.
2. The oldest amateur sporting organization in this country is the National Archery Association. It was founded in 1879.
3. The young daughter of a General Electric Company scientist has a collection of snowflake forms. They are encased within shells of a transparent plastic resin which is called Formvar.
4. The viola is a larger violin. It fills the tonal gap between violin and cello.
5. Drummond was seeking suitable timber, and he had skirted the north bank all the way down.
6. Stuart crossed one leg over the other. He affected an air of nonchalance and presented to Mr. Phillips a slight frown of impatience.
7. Ernest drove the stake into the ground; then he attempted to rise to his feet.
8. A ransom of three thousand dollars was demanded for each American sailor who was captured by the Algerian pirates.

75M ADJECTIVE AFTER NOUN

Occasionally place adjectives after the nouns modified.

And still she slept an azure-lidded sleep,
In blanchèd linen, smooth and lavendered.

— JOHN KEATS

In the doorway stood Miss Pratt, stiff and unsmiling.

76

VIVID SENTENCES

76A FIGURES OF SPEECH

Use figures of speech to make your writing colorful and concrete. Frequently used figures of speech are simile, metaphor, personification, metonymy, hyperbole, and irony.

76B SIMILE

A *simile* is a comparison of two unlike objects with *like* or *as* expressed. To Edna St. Vincent Millay a blossoming pear tree in a squalid yard looked "like the wasteman's little daughter in her first

communion dress." Tim in Alfred Noyes' "The Highwayman" had hair "like mouldy hay."

Some similes — "hard as a rock" and "fresh as a daisy," for example — have been used too much. They have become clichés, worn out and stale. Hunt for fresh, original comparisons that paint a vivid picture for the reader.

76C METAPHOR

A *metaphor* is also a comparison, but *like* and *as* are not used. In a metaphor two unlike objects are compared by speaking of one as if it were the other. When Jean Sturtevant says, "The setting moon hatched a thousand new stars," she is speaking of the moon as if it were a mother hen. Carl Sandburg used a metaphor in his description of the fog coming "on little cat feet" and sitting "on silent haunches."

76D PERSONIFICATION

Personification gives to lifeless objects or qualities some of the attributes of human beings. In everyday conversation people use personification when they speak of the wind whistling, a motor coughing, a teakettle singing. To Enid Bagnold autumn is "red-haired"; to Sara Teasdale the street lamps on a cold day have "wrapped shawls of fog around themselves."

76E METONYMY

Metonymy is a figure of speech in which one word is put for another which it suggests — for example, use your head (your intelligence); she has studied Chaucer (Chaucer's works). When Mark Antony asks his audience to lend him their ears, he is asking for their attention.

76F HYPERBOLE

Hyperbole is a deliberate exaggeration or overstatement for effect. After Duncan's murder, Macbeth says that the blood on his hands will "the multitudinous seas incarnadine" — a strong hyperbole that emphasizes Macbeth's feeling of guilt. Use this figure of speech carefully; an overstatement like "I simply adore hot fudge sundaes" or "I wish I were dead" is a mark of the gushing, melodramatic schoolgirl, not of the forceful writer.

76G IRONY

Irony is implying something different from what you actually say — for example, "We had a nice little surprise waiting for us when we got to English class — a half-hour quiz."

77 FORCEFUL SENTENCES

PRACTICE 8. Using Original Language

Choose eight of the following trite similes and develop each into a striking, original comparison.

EXAMPLE

Her conversation goes on and on — background music for everything she does.

hungry as a bear
proud as a peacock
happy as a lark
as old as the hills
black as the ace of spades
slow as molasses in January
nervous as a cat
shaking like a leaf
busy as a bee

playful as a kitten
fresh as a daisy
cool as a cucumber
sly as a fox
quick as lightning
as easy as falling off a log
as snug as a bug in a rug
soft as silk
red as a beet

77

FORCEFUL SENTENCES

77A BEGINNING THE SENTENCE

Begin a sentence with important words. Placing key words at the beginning of a sentence connects it with the preceding sentence and challenges the reader's interest.

The art of life is to keep down acquaintances. *One's friends one can manage, but one's acquaintances can be the devil.* — E. V. LUCAS
A bone to the dog is not charity. *Charity is the bone shared with the dog when you are just as hungry as the dog.* — JACK LONDON

77B ENDING THE SENTENCE

End the sentence with an emphatic word or phrase. Like a bee a good sentence should carry the sting in the tail.

WEAK: Easy Street is smoothly paved, but it doesn't go anywhere.
FORCEFUL: Easy Street is smoothly paved, but it is a blind alley.

77C SANDWICHING NONESSENTIALS

Acquire the habit of sandwiching parenthetical expressions and modifiers between the key words in your sentences. By placing parenthetical expressions in the middle of your sentences you will reserve the emphatic beginning and end positions for key words. Avoid ordinarily beginning with *however, therefore, I think, it seems to me*, or a similar expression.

WEAK: Nothing tastes better than steak broiled outdoors over a charcoal fire, in my opinion.

FORCEFUL SENTENCES **77**

FORCEFUL: Nothing, in my opinion, tastes better than steak broiled outdoors over a charcoal fire.

Taste is, *so to speak*, the microscope of the judgment. — JEAN JACQUES ROUSSEAU

Common sense is, *of all kinds*, the most uncommon. — TRYON EDWARDS

77D CLIMAX

Arrange a series as a climax unless you wish to make an anticlimax for the sake of humor.

CLIMAX: There are three difficulties in authorship: to write anything worth the publishing, to find honest men to publish it, and to get sensible men to read it. — C. C. COLTON

ANTICLIMAX: Exclusiveness is a characteristic of recent riches, high society, and the skunk.

PRACTICE 9. Making Sentences Emphatic

Improve the following sentences. Give a reason for each change.

EXAMPLE

Miss Pratt wears her hair in a sausage-like bun, ordinarily.

Miss Pratt ordinarily wears her hair in a sausage-like bun. (Sandwich modifier to put key words at end.)

1. Portia is the most interesting of Shakespeare's heroines, in my opinion.
2. In the train disaster at Richmond Hill, New York, on November 22, 1950, seventy-eight people were killed, the colliding coaches were splintered, and hundreds of commuters were injured.
3. The ivory-billed woodpecker is the rarest bird in America, according to the National Audubon Society.
4. Linda doesn't really know any more about what happened at the meeting than we do, I strongly suspect.
5. During her first year at Cornell, Martha lost her heart, her fountain pen, and her scholarship.
6. It was lack of money that made Paul stop dating Janet, not lack of interest. (Omit *it was*.)
7. To make war is to attack, according to General Foch.
8. The baby lions were docile and playful, unlike their parents.

77E CORRECT SUBORDINATION

Put in the main clause the statement to be emphasized.

After

Jeff and I had poked around in the bushes for fifteen minutes, ^{when we} finally spotted our tennis ball floating in the creek.

^{'s} Mother has a new hat ~~that~~ looks like a phonograph record.

77 FORCEFUL SENTENCES

PRACTICE 10. Using Correct Subordination

Rewrite each of the following sentences, putting the most important idea in the principal clause.

EXAMPLE

I had just climbed into the bathtub when the telephone rang.
Just after I climbed into the bathtub, the telephone rang.

1. We were bicycling down a steep hill when a shiny Ford came at us from a side street.
2. One day I was batting the ball around in the yard when I suddenly remembered my father's warning.
3. I have an old pair of sneakers that ought to fit you.
4. Gulliver was looking around for a landing place when he suddenly noticed a sail on the horizon.
5. George had almost finished the ceiling when he knocked his elbow against the paint can and sent it toppling off the stepladder.
6. Mrs. Cunningham had a mink coat that was destroyed in the fire.
7. We had hiked for about an hour when we came to a footbridge across Big Buffalo Creek.
8. Tom was wading through a particularly deep drift of snow when he suddenly gave a yell of surprise and terror and sank from sight.

77F DIRECT QUOTATION

Report conversation directly.

WEAK: John Barrymore said that the way to fight a woman is with your hat. He said that you should grab it and run.

FORCEFUL: "The way to fight a woman," said John Barrymore, "is with your hat. Grab it and run."

77G ACTIVE VOICE

The active voice is usually clearer, more concise, and more forceful than the passive. The passive voice emphasizes the receiver of the action and subordinates the doer.

ACTIVE: A strand of iron one inch thick can lift a hundred-ton locomotive.

PASSIVE: A hundred-ton locomotive can be lifted by a strand of iron one inch thick.

Use the passive only when the doer is unknown or unimportant.

PROPER USE OF PASSIVE: The game of checkers has been traced back about 4000 years.

Young boards are known as squeakers.

77H REPETITION

Repetition of key words adds force.

The only *certainty* is that nothing is *certain*. — PLINY THE ELDER
I'd rather know a *square* guy than own a *square* mile. — WILSON MIZNER

PRACTICE 11. Building Forceful Sentences

Make each of the following sentences more forceful by changing the passive voice to the active voice, turning an indirect quotation into a direct quotation, or repeating key words.

1. The first prize in the essay contest was won by Madeline Keith.
2. Oscar Wilde said that a poet can survive everything but a misprint.
3. What will probably happen is that all the cleaning up will be done by you and me.
4. Judy gravely handed Mr. Jenkins a nickel to pay for the candy bar; that money represented her life's savings.
5. Mother said that she couldn't understand how I had managed to dirty four mixing bowls in the process of making one cake.
6. Margaret has always been called Monnie by her family.
7. One of Mr. Herrick's pet theories is that the size of a man's intelligence is determined by how big his feet are.
8. Bob suggested that we drop everything and spin out to the beach in his car.
9. "Sheep May Safely Graze" from Bach's *Christmas Cantata* was sung by the choir.
10. Charles Kingsley says that he goes at what he is about as if there were nothing else in the world for the time being.

78

WRITING OBJECTIVELY

For the most part write objectively, picturing actions rather than describing emotions. Subjective writing depends principally upon the analysis of feeling or the description of emotion. Objective writing does not eliminate feeling but lets the reader draw his own conclusions from a graphic description of what happened.

SUBJECTIVE: Susan was anxious to get a letter.
OBJECTIVE: When Susan heard the click of the mail slot, she raced to the front hall. Snatching up the pile of letters, she leafed through them with trembling fingers. (We learn how Susan felt by seeing her in action.)

PRACTICE 12. Writing Objectively

Change five of the following subjective analyses into objective descriptions. Show what the people did. Make your reader see the actions and, as a result, know what emotion is felt.

EXAMPLE

The telegram disturbed me greatly.

I took the telegram from the messenger boy and managed to open it. For a minute I stood staring at the street. When I read the message, the words danced and swam on the page.

1. Mr. Baxter didn't enjoy the concert.
2. Doug is very enthusiastic about baseball.
3. Ellen is usually in a bad humor at breakfast.
4. Having to wait a half hour for Joan made Dick furious.
5. Bill was ravenous after his hike around the lake.
6. Ross was very nervous before his interview with Mr. Garrison.
7. Peg was disappointed not to get the lead in the class play.
8. Betsy was thrilled with her birthday presents.

79

UNITY

79A ONENESS OF THOUGHT

Unity means oneness. Every part of a sentence must be subordinate to one governing idea. Don't put into a sentence disconnected statements. A sentence should express a single complete thought. If there are two main ideas in a sentence, they must be related parts of a larger idea.

WRONG: Carol Atwater is the best typist in my class and she plans to study at the Eastman School of Music. (The two ideas are in no way connected.)

RIGHT: Carol Atwater is a gifted pianist and plans to study at the Eastman School of Music. (The two main ideas have to do with Carol Atwater's musical ability.)

Correct a lack of unity (1) by breaking a sentence into shorter sentences or (2) by subordinating one statement. One main idea may have many modifiers.

WRONG: James Boswell was born in Scotland and wrote the famous biography of Dr. Samuel Johnson.

TWO SENTENCES: James Boswell was born in Scotland. He wrote the famous biography of Dr. Samuel Johnson.

STATEMENT SUBORDINATED: James Boswell, who wrote the famous biography of Dr. Samuel Johnson, was born in Scotland.

WRONG: I reached the theater and discovered that I had forgotten the tickets.

STATEMENT SUBORDINATED: When I reached the theater I discovered that I had forgotten the tickets.

A sentence may lack unity because part of the thought has been omitted.

POOR: Clifford used to play tennis a good deal, but the courts near his apartment in New York City charge four dollars an hour.

IMPROVED: Though Clifford used to play tennis a good deal, he seldom plays now, because the courts near his apartment in New York City charge four dollars an hour.

79B THREE STATEMENTS

Avoid compound sentences consisting of three or more statements strung together with *and*, *but*, and *so*. Don't overwork *and*. The *and* habit is one of the worst English diseases.

POOR: Edmond Dantès is a young sailor and he is unjustly accused of helping the exiled Napoleon in 1815, so he is sent to the Château d'If near Marseille and he is held a prisoner there for fifteen years.

IMPROVED: Edmond Dantès, a young sailor unjustly accused of helping the exiled Napoleon in 1815, is sent to the Château d'If near Marseille, where he is held a prisoner for fifteen years.

PRACTICE 13. Building Unified Sentences

Improve the following sentences. Be sure to show the correct relationship between the ideas expressed.

1. Poe was a master of the short story, and his home in New York City contains many relics.
2. I was on my way back from the market with a load of groceries and I decided to stop and say hello to Mrs. Bantham, so I laid my bike on the lawn and after a few minutes I came out again and found that a dog had stolen the sausages and chopped beef.
3. The score was now 10 to 9 in favor of Newport with two men on base and only two out, and this game would decide the county championship.
4. Manx cats have stubby tails and they originated on the Isle of Man.
5. I came down to breakfast this morning and there was a pile of birthday packages at my place.
6. One of George Bernard Shaw's best-known plays is *Pygmalion* and the title comes from a classical myth about a sculptor named Pygmalion and he was a confirmed bachelor but he made an ivory statue of a beautiful maiden and he fell in love with it so Venus gave the statue life and the two were married.
7. Larry Hawkins has a job with an oil refinery in Houston, which was named for the famous Texan leader General Sam Houston.
8. The Hall of Fame in New York City was founded in 1900 as a memorial to great Americans, and in 1940 Stephen Foster was the only person elected a member.

79C OVERLAPPING CONSTRUCTION

Avoid using a series of overlapping adjective clauses or possessives. Tacking a *that*, *which*, or *who* clause onto another one results in a house-that-Jack-built sentence: "This is the dog that chased the cat that killed the rat that ate the malt that lay in the house that Jack built."

80 PARALLEL STRUCTURE

POOR: Probably the first white man to see California was Juan Rodríguez Cabrillo, who was a Portuguese explorer who dropped anchor in San Diego Bay in 1542.

RIGHT: Probably the first white man to see California was Juan Rodríguez Cabrillo, a Portuguese explorer who dropped anchor in San Diego Bay in 1542.

POOR: My father's secretary's husband runs the Hawthorne Inn.

RIGHT: The husband of my father's secretary runs the Hawthorne Inn.

PRACTICE 14. Avoiding Overlapping Construction

Improve the following sentences:

1. My father buys me the lumber with which I build birdhouses which I give to my friends.
2. A few seats away was a woman who was complaining loudly about her husband, who had a habit of coming home after work with three or four people whom he had invited for dinner without giving her any warning.
3. My sister's fiancé's car is fire-engine red.
4. That word in the crossword puzzle turned out to be *adz*, which is a cutting tool which has a curving blade which is set at right angles to the handle.
5. A monotonous droning came from an old tree trunk, which was nothing but a mass of rotten wood on which a woodpecker was working vigorously.
6. Canada has many animal parks, ~~which are~~ enclosures for the protection of animals which at one time were threatened with extinction.

80

PARALLEL STRUCTURE

80A AND, BUT

As a rule, *and* and *but* connect like grammatical elements — for example, two nouns, two predicates, two adjectives, two prepositional phrases, two participial phrases, two adjective clauses.

WRONG: Jane's job is to wash the dishes and dusting the dining room chairs.
(*And* connects unlike grammatical elements — the infinitive *to wash* and the gerund *dusting*.)

RIGHT: Jane's job is to wash the dishes and to dust the dining room chairs.
(*And* connects the infinitives *to wash* and *to dust*.)

RIGHT: Jane's job is washing the dishes and dusting the dining room chairs.
(*And* connects the gerunds *washing* and *dusting*.)

There are three ways to correct a sentence in which *and* connects a noun and a clause: (1) change the noun to a clause; (2) change the clause to a noun; (3) get rid of *and*.

WRONG: Mr. Platt discussed the kinds of positions available in television and how much the various jobs pay. (*And* connects the noun *kinds* with the noun clause *how much the various jobs pay*.)

PARALLEL STRUCTURE 80

- RIGHT: Mr. Platt discussed what kinds of positions are available in television and how much the various jobs pay. (*And* connects the two noun clauses.)
 RIGHT: Mr. Platt discussed the kinds of positions available in television and the pay of the various jobs. (*And* connects two nouns, *kinds* and *pay*.)
 RIGHT: Mr. Platt discussed the pay of the various jobs in television. (No *and*)

PRACTICE 15. Using Parallel Structure

Using parallel structure, complete the following sentences:

1. Sam spent the afternoon washing the car, mowing the lawn, and —.
2. On our trip west Lucy kept a careful record of how far we drove every day, —, and —.
3. During vacations Peggy likes to sleep late, —, and —.
4. Mr. Robinson gulped down a cup of coffee, —, and —.
5. The peddler at the back door had white hair, —, and —.
6. All of us enjoy playing charades, singing in barbershop quartets, and —.
7. Dad thinks every girl should know how to change a tire, —, and —.
8. The road up the mountain is narrow, —, and —.

PRACTICE 16. Using Parallel Structure

① Rewrite the following sentences, making parallel the elements that should be parallel. Separate the parallel elements from the rest of the sentence and number them. Under the sentence show that the numbered elements are parallel.

EXAMPLES

- a. Marie is chubby, blue eyes, and blond hair.
 Marie is

- (1) chubby,
- (2) blue-eyed,

and (3) blond.

Members 1, 2, and 3 are parallel; they are adjectives.

- b. In *Main Street* Sinclair Lewis describes the provincialism of small-town life and how it affects a woman of culture.

In *Main Street* Sinclair Lewis describes

- (1) the provincialism of small-town life
- and (2) its effect on a woman of culture.

Members 1 and 2 are parallel; they are nouns with modifiers.

1. A friend of mine from Portland is coming down next week for a visit and to attend the state fair.
2. The Post Office Department prefers the indented style and that the name of the state be on a separate line from the name of the city.
3. Since poverty is my usual state and having at least twenty Christmas presents to buy, I've taken a part-time selling job at Gimbels.
4. Skiing takes balance, coordination, and you have to have nerve.

80 PARALLEL STRUCTURE

5. In *Personal Record* Joseph Conrad tells about his travels and how he came to write some of his stories.
6. The sensible plan is to keep up with your work every day and don't leave everything until the night before the exam.
7. As we did not want the praying mantis to starve, and grasshoppers being plentiful in the garden, we caught a few and put them in the cage.
8. The Federalists believed in a strong central government, a loose construction of the Constitution, and that the tariff should be high.
9. The boys slept on a baseball diamond with a few cows for company and also to protect them.
10. Mr. Abbott is sandy-haired, blue eyes, and a half-shy but very gracious and friendly manner.
11. The performances of Shakespeare's time were held in the afternoon, because in those days there weren't good lights and also because of inadequate police protection.
12. Live steam, forced through these pipes, strikes the snow and ice directly and immediately melting it.
13. The magazine contains articles on how to beautify the home, make meals attractive, food for children, and parties of all kinds.
14. Some of the duties of a secretary are writing letters, telephoning, callers, and making reports.

80B RELATIVE CLAUSE

Do not join a relative clause to its principal clause or to a phrase by *and*, *but*, or *or*.

WRONG: In Williamsburg, Virginia, is the College of William and Mary, the second oldest in the United States, and from which have gone forth many famous Americans.

RIGHT: In Williamsburg, Virginia, is the College of William and Mary, the second oldest in the United States, from which have gone forth many famous Americans.

80C CORRELATIVES

Correlative conjunctions are placed just before the words or expressions they connect.

We can either take the tube or the ferry to Hoboken.

You should not only write a bread-and-butter letter to Mary Ellen but also to her mother.

PRACTICE 17. Writing Coherent Sentences

Improve the following sentences. Give a reason for each change.

1. Albert Schweitzer has not only distinguished himself as a medical missionary and a philosopher but also as a musicologist.

2. In the diner I sat across from a little girl, probably not more than five years old, and who gazed at me fixedly all through the meal.
3. Jim says he neither has the money nor the time to take up golf.
4. When Will Rogers was ready for high school he went to a military academy in Missouri, but which he left after two years to become a cowhand in Texas.
5. To enjoy that kind of music you either have to be crazy or deaf.
6. Bill not only won the 100-yard dash but also the high jump.
7. Our new refrigerator has a good-sized freezing unit on top, and in which can be stored a month's supply of meat, frozen fruits and vegetables, and ice cream.
8. Jacques not only speaks French but also Italian and German.
9. About 1762 Goldsmith wrote *The Vicar of Wakefield*, but which was not published until three years later.
10. The deal had been negotiated with Mrs. Wilson's seven-year-old daughter, Nancy, during her mother's absence, and who thought her business plunge was a great lark.

81

PLEASING THE EAR

After writing the first draft of a story, an essay, or a report, read it aloud and *listen* to it. Good writing has a pleasing sound and cadence.

81A SUITABLE STYLE

Make your style fit your content. Short, staccato sentences help to describe rapid action.

I slammed shut the door at the stairs top and held my knee against it. After a long minute I slowly opened it again. There was nothing there. There was no sound. None of us ever heard the ghost again. — JAMES THURBER

Use longer, slower-paced sentences to convey a quiet mood.

For I often listened to this tinkling music, and it had suggested the idea that the place was frequented by a tribe of fairy-like troubadour monkeys, and that if I could only be quick-sighted enough I might one day be able to detect the minstrel sitting, in a green tunic perhaps, cross-legged on some high, swaying bough, carelessly touching his mandolin suspended from his neck by a yellow ribbon. — W. H. HUDSON, *Green Mansions*

81B OPEN SOUNDS

The round open vowels and the consonants *t, m, n,* and *r* give ease and a liquid quality to the sound: *momentum, lowly, lonely, solemn, moonlight, nevermore, rolling.*

There's a barrel organ caroling across a golden street
In the City as the sun sinks low.

— ALFRED NOYES

81 PLEASING THE EAR

81C PURPOSELESS REPETITION

Don't repeat a sound or a word at too close an interval without a good reason. Purposeless repetition is a mark of the writer who is too lazy to reword his sentence or hunt for a synonym.

PURPOSELESS REPETITION OF A SOUND: Willie wondered where his wallet was.

Reword: Willie couldn't remember where he had left his wallet.

AWKWARD REPETITION OF SYLLABLES: Some of the members didn't remember the words to the song.

Use synonym: Some of the members forgot the words to the song.

LAZY REPETITION OF WORDS: It's been a long time since I've had time to sit down and write you a long letter.

Replace words: It's been months since I've had time to sit down and write you a long letter.

Good writers occasionally use repetition for a purpose. Purposeful repetition of a sound may create the proper atmosphere; purposeful repetition of a word may drive home a point or create humor.

PURPOSEFUL REPETITION OF A SOUND:

The moan of doves in immemorial elms,
The murmuring of innumerable bees.

— ALFRED, LORD TENNYSON

PURPOSEFUL REPETITION OF WORDS: Put not your *trust* in *money*, but put your *money* in *trust*. — OLIVER WENDELL HOLMES

PURPOSEFUL REPETITION OF WORDS: When playing bridge, a *good deal* depends upon a *good deal*.

81D TOO MANY MODIFIERS

Don't use too many modifiers.

CLUMSY: The tall, mink-coated, white-haired woman spoke courteously to the shabby, unshaven, hollow-cheeked man.

BETTER: The white-haired woman spoke courteously to the hollow-cheeked man.

81E JERKY RHYTHM

Don't break the flow of a sentence by chopping it up into small units set off by commas.

JERKY: My seat mate, I later discovered, was an actress, who, to my amazement, had, many years ago, starred on Broadway.

SMOOTH: I later discovered to my amazement that my seat mate was an actress who had starred on Broadway many years ago.

81F RHYME

In prose avoid rhyme and regular rhythm (meter).

RHYME AND METER: Beth writes very well, but she simply cannot spell.

BETTER: Beth writes very well, but her spelling is poor.

PRACTICE 18. Improving the Sound of Sentences

Improve the sound of the following sentences:

1. Bill set his bulky bag beside the bureau because it was too big to fit beneath the bed.
2. Apparently Joan finds track stars attractive.
3. Most of the books on the list of books for outside reading are books that most people wouldn't think of reading inside or outside.
4. Despite his hasty preparation and his lack of information Philip won the admiration of the congregation for his lively presentation.
5. That hat that Jane was wearing was the one that was pictured in last month's *Mademoiselle*.
6. I believe they were relieved when we got up to leave.
7. Dick, it so happened, had, without his family's knowledge, been putting aside part of his allowance, a dollar every week, for a secondhand car.
8. By starting work on Monday's assignments right after class on Friday I finished my work Friday evening and was able to rest for the rest of the week end.

PRACTICE 19. Review of Building Pleasing, Forceful Sentences

In one or more of the ways explained in this section improve each faulty sentence. One sentence does not need revision.

1. Brass is an alloy of copper and zinc, and it is harder than pure copper.
2. The ancient Olympic games were held every four years without interruption for nearly twelve hundred years. (Put a phrase before the subject.)
3. Cervantes said that proverbs are short sentences which are drawn from long experience.
4. Alan was just about to dive off the dock when he remembered his watch.
5. The cake had been in the oven for a half hour and it hadn't even begun to rise, so Mandy decided that it needed more heat and she turned the temperature up to 500°.
6. Dad was rather peeved when he saw the dent in the fender, to put it mildly.
7. If Ray had realized the real reason for her refusal, he would really have been resentful.
8. Lindy is lively, enthusiastic, and you never know what she's going to do next.
9. Peter Pan flew into the bedroom and the children gasped.
10. The code of the sea is, "Mind your own business and watch out that you don't ram another ship."
11. *The Disenchanted* is a novel which is based on the life of F. Scott Fitzgerald, who was the writer who is considered the spokesman of the Jazz Age.
12. The murder suspect had a record of petty thievery, arson, and illegal parking.

81 PLEASING THE EAR

13. The peasant skirt had been made by Elinor herself out of scraps of material from her castoff clothes.
14. On her head was perched a little black and white cap, the mark of her native province, and which made her look older and more sedate than the others.
15. Pandora was fashioned out of clay, according to a Greek legend.
16. Please send us a check by return mail, and we hope that you are enjoying good business this season.
17. Marion's brother is tall, fair, and blue eyes.
18. One of my fondest hopes is to go to a good college, where I can get not only a very good course in science but also a good all-round education.
19. Every Friday afternoon the Homemakers have a party, and at these socials the girls learn how to serve.
20. It was the Romans who conquered the people who lived in Britain, which is a large island which was almost unknown to the Romans.

15

MECHANICS

82

HOW TO PREPARE A MANUSCRIPT

A sign in a high school newspaper office reads: "No Sloppy Copy." To set your reports and letters off to best advantage, make them neat, accurate, and easy to read. Your teachers and correspondents will appreciate your thoughtfulness.

82A PAPER, INK

Use white paper, $8\frac{1}{2} \times 11$ inches. Write on one side only.

If you are typing your theme, double-space between the lines. Strike the space bar twice between sentences. Keep the type clean. Change the ribbon when the type is no longer clear and dark.

If you are writing your theme by hand, use black or blue-black ink. Space well between lines.

82B SIDE MARGINS

Leave an even margin of one inch at the left. Keep the right-hand margin reasonably regular. At the end of the line avoid crowding words. Use the hyphen to avoid a long gap.

82C PLACEMENT OF TITLE

Write the title about an inch and a half from the top of the page. Leave a blank line or a space between the title and the article or report.

82D BOTTOM MARGIN

Leave a one-inch margin at the bottom of each page.

82E TOP MARGIN

Leave a one-inch margin at the top of each page after the first.

82F RULED PAPER

If you are writing by hand on ruled paper, observe the margin marked or leave a margin of one inch at the left. Place your title on the top line of the first page.

83 DIVIDING WORDS

82G FORM OF TITLE

Center the title on the line and capitalize the first and the last word and all other words except articles, prepositions, and conjunctions. Use no punctuation mark after the title unless a question mark or an exclamation point is needed. Do not underline your title or put it in quotes — unless the title is itself a quotation.

WRONG: Cape Cod Sunrise "Cape Cod Sunrise"

RIGHT: Cape Cod Sunrise "A Thing of Beauty Is a Joy Forever" (a quotation)

82H PARAGRAPH INDENTATION

In longhand indent the first line of each paragraph about an inch. In a typed manuscript indent 5 to 10 spaces. Be consistent: keep your paragraph indentions uniform throughout the manuscript.

82I LONG QUOTATION

When typing, single space a long quotation, use wider margins, and omit the quotation marks.

82J PAGE NUMBERS

If you use more than one sheet of paper, number the pages after the first in the upper right corner. Use figures.

82K NAME, DATE, CLASS

Follow your teacher's instructions concerning name, date, class, and folding. If no instructions are given, hand in written work unfolded and write your name, your English class, and the date close to the top of the paper.

83

DIVIDING WORDS

83A DIVIDING WORDS

The division of words at the ends of lines is undesirable, but often unavoidable. Always divide a word between syllables. A syllable, a part of a word that can be pronounced separately, always contains a vowel. Place the hyphen at the end of the line. Never divide the last word in a paragraph or on a page.

83B ONE SYLLABLE

Never divide a word of one syllable: *brought, length, strength, caught, warmth, thought*. When *ed* at the end of a word is not pro-

nounced separately, it is not a syllable and may not be divided from the rest of the word: *asked, laughed, walked.*

83C ONE LETTER

Avoid any division like *a-fraid* and *willow-y*, in which only one letter either precedes or follows the hyphen. Avoid, if possible, the separation of two letters from the rest of the word.

83D SHORT WORDS

Do not divide such short words as *women, water, prayer, often, only,* and *every.*

83E SUFFIX, PREFIX

As a rule, divide between the suffix or the prefix and the rest of the word: *dis-appoint, trans-late, intra-mural, tele-vision, expend-able, irresist-ible, circum-vent.*

83F COMPOUND WORD

Divide between the parts of a compound word: *basket-ball, second-hand, care-free, after-noon.*

If a compound word is hyphenated, avoid making a second break.

AWKWARD: *great-grand-mother, self-sac-rifice, pro-Brit-ish*
RIGHT: *great-grandmother, self-sacrifice, pro-British*

83G DOUBLED CONSONANTS

Usually divide between doubled consonants: *shut-ter, grab-bing, sum-mer, flap-ping, mayon-naise.*

EXCEPTION

When both the doubled consonants belong to the base word, as in words like *fall-ing, toss-ing,* and *pass-able,* follow rule 83E by dividing between the suffix and the letter preceding it.

83H TWO CONSONANTS

Separate two consonants standing between vowels if the pronunciation permits: *cul-ture, car-toon, rec-reation, doc-tor.*

83I SINGLE CONSONANT

A single consonant between two sounded vowels generally begins the syllable containing the second of the two vowels: *no-ta-tion, beau-ti-ful, de-ci-sive, pre-ma-ture.*

83 DIVIDING WORDS

EXCEPTION

If the preceding vowel is short and accented, a consonant ends the syllable: reg'u-lar, def'i-nite, men'ace.

83J TWO LETTERS, ONE SOUND

When two letters — for example, *sh, th, ng, gn, gh, ph, sc, ck* — have one sound, do not divide them: *con-science, spa-ghetti, philoso-pher, assign-ment, noth-ing.*

83K ENDINGS

As a rule do not divide *cion, sion, tion, cial, sial, tial, cious, tious, gious, geous*: *suspi-cion, occa-sion, ambi-tion, cru-cial, mar-tial, spa-cious, outra-geous.*

83L CONTRACTIONS

Do not divide contractions like *haven't, weren't, wouldn't, and doesn't.*

83M PROPER NAMES

Avoid (1) dividing a proper name, (2) separating *Mr., Mrs., Dr.,* etc., from a name, (3) separating abbreviations or the initials of a name.

83N USING DICTIONARY

When, after pronouncing a word, you are in doubt about the syllabication, consult the dictionary. Heavy or light accent marks and dots indicate syllabication: *ex'pla-na'tion, so'cial-ism, a·bun'dance.*

PRACTICE 1. Dividing Words Correctly

Which of these words should not be divided at the ends of lines? Show how the other words may be divided. Some words may be divided in more than one place.

EXAMPLES

1. pushed
2. ele-phant
3. pro-hibition *or* prohi-bition *or* prohibi-tion
4. M. T. Ashenhurst

abandoned
ability
adored
antecedent
anticipation

any
arbitration
banged
cashier
comedian

communism
contradiction
democracy
desirable
Mrs. Clarence B. Dillworth

electronics
eloped
everything
extravagant
feathery

filling
heartbreaking
internal
interstate
missing
mustache
omission

perception
photography
pitched
preference
pressure
punishable
reluctant

representative
romanticism
schoolmaster
self-confidence
significant
sprinkle
strongest

suggestion
summary
superficial
supersede
surpassing
transferred
upon

84

LEGIBILITY

SPACING

1. Leave a space between words and a double space between sentences.
2. Do not separate letters or leave a wide gap between an initial capital and the rest of the word.
3. Don't let the loop of *f*, *g*, *j*, *y*, *q*, *z*, *b*, *h*, *l*, or *k* cut a word in a line above or below.

finished Vanity Fair. Have you read it? The heroine,
finished Vanity Fair. Have you read it?

After a few minutes George
after a few minutes George returned,

At my suggestion my family has finally bright
At my suggestion my family has finally

FORMING THE LETTERS

4. Form all letters carefully. Distinguish clearly *a* and *o*; *u* and *w*; *h* and *k*; *e* and *i*; *r* and *s*; *u* and *rr*; *u* and *n*; *b* and *l*.
5. Always open *s*, *a*, *o*, *e*, and the loops of *l*, *h*, *k*, *b*, and *f*.
6. Close the tops of *a*, *o*, *b*, *d*, *g*, and *q*.
7. Differentiate clearly between capital letters and small letters. Make tall letters tall.
8. Dot *i* and *j* directly above the letters and cross *t* with a short horizontal line. Make the vertical part of *t* a stroke, not a loop.
9. Avoid flourishes. Make capital letters simple. Dot *i* with a dot, not a small circle.

Harry's trouble was not his lack of belief
Harry's trouble was not his lack of belief

but some bad habits are fairly
but some bad habits are fairly

no question about doing it
no question about doing it

Winston Churchill's hobby is
Winston Churchill's hobby is

but just after this, without
but just after this, without a

night at the DeWitt Clinton
night at the DeWitt Clinton

85 CAPITALIZATION

10. Keep the slant of the letters fairly uniform.

rose awkwardly to his feet
rose awkwardly to his feet

PRACTICE 2. Good Penmanship

Explain briefly and clearly something of interest that you learned yesterday in history, physics, chemistry, mathematics, or another subject. After writing the explanation, examine your penmanship to see whether it is easy to read. Then copy the composition, applying the rules for preparing a manuscript, dividing words, and writing legibly. Hand in both copies.

85

CAPITALIZATION

TEST 11A (Diagnostic). Capitalization

Copy correctly the words that should be capitalized according to literary practice. If you omit a needed capital or insert a capital that is not needed, the sentence is wrong. (Number of correct sentences = Score)

1. Edith cavell was an english nurse in charge of the red cross hospital at brussels, belgium, during world war I.
2. The greatest trail in the united states is the appalachian trail, a marked and mapped footpath extending from mt. katahdin in maine to stone mountain in georgia.
3. On her train trip home from college for the christmas holidays martha read *yankee from olympus* by catherine drinker bowen, the biography of justice oliver wendell holmes.
4. Last summer, from the fourth of july through labor day, i stayed with my aunt and uncle at their farm in northern new hampshire.
5. Betsy said, "after seeing judy holliday in *born yesterday* i've put the national gallery of art and the jefferson memorial first on my list of things to see in washington."
6. On august 4, 1941, the president of the united states of america and the prime minister of great britain drew up the atlantic charter.
7. In the summer of 1919 captain john alcock, an englishman, and lieutenant arthur brown, an american, flew across the atlantic ocean from newfoundland to ireland.
8. Theodore roosevelt, the twenty-sixth president of the united states, was born on october 27, 1858, at 28 east twentieth street, new york.
9. After judge horton had visited the senate and the house of representatives in washington, he started north on a pennsylvania railroad train for a vacation at lake mohonk.
10. Besides the family bible abraham lincoln read *aesop's fables*, *pilgrim's progress*, *robinson crusoe*, and *the life of francis marion*.

85A PROPER NOUNS, ADJECTIVES

Capitalize proper nouns, proper adjectives, and their abbreviations.

A proper noun is the name of a particular person, place, or thing.
A common noun may apply to any one of a class of persons, places, or things, and is not capitalized.

PROPER NOUNS	COMMON NOUNS
Thomas E. Dewey	a governor
Montana	a state
Ben Hogan	a golfer
the White House	a building

Proper adjectives are derived from proper nouns.

Shaw — Shavian wit	Italy — Italian opera
Denmark — Danish pastry	Bible — Biblical quotation

Some adjectives which are derived from proper names and which now have a specialized meaning are not capitalized.

bohemian life, china vase (BUT Chinese vase), macadam roads, morocco leather, oriental pearls, paris green (BUT Parisian fashions), pasteurized milk, platonic friendship, puritanical ideas, roman type (BUT Roman roads)

The names of school subjects except languages and specific courses are common nouns.

biology, chemistry, geometry, accounting, history, mathematics
BUT: English, French, Spanish, Latin, Chemistry 16, History 28

PROPER NAMES INCLUDE:

85B TITLES OF ORGANIZATIONS AND INSTITUTIONS

ASSOCIATIONS: World Health Organization, National Association for the Advancement of Colored People

CLUBS: Dutch Treat Club, American Kennel Club, Grandfathers Club

FIRMS: Colgate-Palmolive-Peet Company, Union Carbide and Carbon Company

INSTITUTIONS: Carnegie Institute of Technology, New Trier High School

85C NAMES OF DEFINITELY DEFINED GROUPS OF PERSONS

POLITICAL PARTIES: Democrat, Republican, Socialist

RELIGIONS AND SECTS: Catholic, Protestant, Jew, Christian, Moslem, Baptist

NATIONALITIES: Italian, Swede, Canadian, Mexican, Chinese

RACES: Negro, Mongolian, Eskimo

85 CAPITALIZATION

85D GEOGRAPHICAL NAMES AND NAMES OF BUILDINGS ¹

RIVERS: Rappahannock River, Mohawk River, Rio Grande

LAKES: Saratoga Lake, Lake of the Woods, Lake Como

OCEANS AND SEAS: Arctic Ocean, Baltic Sea, East China Sea

MOUNTAINS: Mount Rushmore, Sugarloaf Mountain, Teton Range

PARKS: Bryce Canyon National Park, Forest Park, Central Park

STREETS: North Country Club Drive, Twenty-first Street, Patchin Place

HOTELS: Crooked Lake Lodge, Château Frontenac, Hotel Ten Eyck

RAILROAD STATIONS: Broad Street Station, South Station

LIBRARIES: Widener Library, Pierpont Morgan Library

CHURCHES: Union Presbyterian Church, Cathedral of St. John the Divine,
St. Patrick's Cathedral, Temple Emanu-El

Do not capitalize words like *state* and *city* when not used as particular names or parts of such names: *republic of Brazil*, *city of Chicago*, *state of Iowa*. In *the Gulf of Mexico*, *Gulf* is capitalized because it is part of the name. *Mexico* is not the name. In *the city of San Francisco* the name is *San Francisco*.

85E NAMES OF GOVERNMENTAL BODIES AND DEPARTMENTS

COURTS: United States Court of Claims, Emergency Court of Appeals

LEGISLATURES: Senate, House of Representatives, House of Commons

DEPARTMENTS: Department of the Interior, Post Office Department

85F NAMES OF PUBLICATIONS

Do not capitalize *the* as the first word of the name of a newspaper or magazine.

NEWSPAPERS: the *Seattle Post Intelligencer*, the *Dallas Times Herald*

MAGAZINES: the *New Yorker*, the *Woman's Home Companion*

In titles of books, articles, reports, and poems capitalize the first and the last word and all others except articles (*the*, *an*, *a*), prepositions, and conjunctions.

BOOKS: *Three Men in a Boat*, *You Can't Go Home Again*, *To the Lighthouse*

ARTICLES: "Good Eating in New Orleans," "The Telephone and I"

POEMS: "Stopping by Woods on a Snowy Evening," "With Rue My Heart
Is Laden"

¹ Many magazines and newspapers reduce the use of capitals: *Columbia river*, *Potomac park*, *Big Horn mountains*, *Twenty-third street*, *Atlantic ocean*, *Biltmore hotel*. This informal capitalization is not recommended for ordinary writing.

85G DAYS OF THE WEEK, MONTHS OF THE YEAR, AND HOLIDAYS

DAYS OF THE WEEK: Saturday, Tuesday, Friday

MONTHS: January, June, October

HOLIDAYS: Columbus Day, Mardi Gras, Bunker Hill Day

The names of seasons are not capitalized.

spring, summer, autumn, fall, winter

85H NORTH, SOUTH, EAST, WEST, SOUTHEAST, ETC., WHEN THEY REFER TO PARTICULAR REGIONSWhen they refer to direction, they are not capitalized. *Southerner*, *Easterner*, and the like are capitalized when they refer to inhabitants of parts of the United States.

REGION: Last summer Hal taught swimming at a boys' camp in the West.

DIRECTION: The camp is about fifty miles west of Denver.

85I PERSONAL TITLES AND DEGREES

Capitalize titles before proper names, titles of the highest governmental officers used without proper names, and abbreviations of academic degrees.

TITLES STANDING ALONE: the President, the Secretary of State

TITLES BEFORE NAMES: General George C. Marshall, Senator Estes Kefauver

ACADEMIC DEGREES: A.B., B.S., M.D., M.A., Ph.D., LL.D.

Capitalize *uncle*, *aunt*, *cousin*, and *grandmother* before proper names.

Last evening we had a surprise visit from Aunt Alice and Uncle John.

Mother, *Father*, *Dad*, *Grandfather*, and similar titles without names are preferably capitalized.

PREFERRED: On Monday Mother and Dad are celebrating their twentieth wedding anniversary.

RIGHT ALSO: On Monday mother and dad are celebrating their twentieth wedding anniversary.

When a pronoun precedes *mother*, *father*, *dad*, or *grandfather*, no capital is used.

My mother and father were married at the Little Church around the Corner in New York City.

85J HISTORICAL EVENTS, PERIODS, AND DOCUMENTS

Bill of Rights, Louisiana Purchase, Renaissance, War of 1812, Declaration of Independence, Fourteenth Amendment, Stone Age, World War II

85 CAPITALIZATION

85K THE SPECIFIC PART OF THE TRADE NAME OF A PRODUCT

Packard convertible, Campbell's soup, Frigidaire, Coca-Cola

In capitalizing a compound word capitalize the second part also if it is a noun or a proper adjective.

Pittsburgh Post-Gazette, *White-Collar Zoo*, *Sunny-Isle Sportswear*,
Twentieth-Century Limited

BUT: *Forty-second Street*, *The Well-tempered Clavichord*

Note: pro-British, un-American

85L SENTENCE, POETRY

Capitalize the first word of (1) a complete sentence, (2) a sentence quoted exactly, or (3) a line of poetry.

George Santayana says, "There is no cure for birth and death save to enjoy the interval."

As I see it, we have only one problem: Where are we going to get the twenty-five dollars?

Know then thyself, presume not God to scan,
The proper study of mankind is man. — ALEXANDER POPE

Do not capitalize the first word of (1) a quoted phrase or (2) the second part of a one-sentence broken quotation.

Logan Pearsall Smith once defined a best-seller as "the gilded tomb of a mediocre talent."

"Publishing a volume of verse," said Don Marquis, "is like dropping a rose petal down the Grand Canyon and waiting for the echo."

85M PERSONIFICATION

Capitalize nouns clearly personified.

She dwells with Beauty — Beauty that must die;
And Joy, whose hand is ever at his lips
Bidding adieu. — JOHN KEATS

85N DEITY, BIBLE

Capitalize names of the Deity and names for the Bible and divisions of the Bible: *the Almighty*, *the Scripture*, *the Bible*, *the Pentateuch*, *Paul's Epistles*, *Old Testament*, *Psalms*. A pronoun referring to the Supreme Being is capitalized only if the reference might otherwise not be clear.

85 O LETTER

In the salutation of a friendly letter capitalize the first word and all nouns; in the complimentary close capitalize the first word only.

Dear old Joe,

Sincerely yours,

85P I, O

Capitalize the pronoun *I* and the interjection *O*.

85Q OUTLINE

Capitalize the first word of each division of a topical outline. See pages 14-18.

85R PART OF BOOK

Capitalize a word indicating an important division of a book or a series of books.

Act I, Vol. IV, Book II, Part VI, No. 7, Chapter V

If the division is a minor one, do not use the capital.

scene 1, article 2, page 69, line 22, section 3, paragraph 5

PRACTICE 3. Capitalizing Correctly

Capitalize the following according to literary practice for use within sentences. Give a reason for each capital inserted. If an expression needs no capital, write *C* after its number.

- | | |
|---|---|
| 1. a general in the parade on armed forces day | 15. new year's eve |
| 2. the edgewater beach hotel | 16. the chatham bars inn on cape cod |
| 3. the spanish-american war | 17. a high school diploma |
| 4. spring fashions from paris | 18. centenary junior college |
| 5. physics, chemistry, and latin | 19. act III, scene 1, lines 42-51 |
| 6. the american federation of labor | 20. the treaty of westphalia |
| 7. hardy's <i>far from the madding crowd</i> | 21. the <i>new orleans times-picayune</i> |
| 8. university of south dakota | 22. the baptist church on the corner |
| 9. my aunt's home west of chicago | 23. princess margaret rose |
| 10. lieutenant eric t. caldwell, u.s.n. | 24. charles d. lothridge, ph.d. |
| 11. a college in the midwest | 25. the supreme court |
| 12. forty-fourth street and madison avenue | 26. ebbets field in brooklyn, the home of the dodgers |
| 13. the blue ridge mountains | 27. a box of kleenex |
| 14. "the night the ghost got in" by james thurber | 28. jeffersonian democracy |
| | 29. a professor at bucknell university |
| | 30. the peace of paris |

85 CAPITALIZATION

PRACTICE 4. Capitalizing Correctly

Capitalize the following. Give the reason in each case.

1. Last year roy olton, howard welch, and i decided that on the fourth of july we would make a trip to montauk point on long island.
2. We wanted to see the government lighthouse on the point and explore the village of montauk, the most eastern village of new york and the eastern terminal of the long island railroad.
3. Squeezing ourselves into roy's 1940 ford coupé, which he calls alexander the great, we set out, three richmond hill high school boys looking for adventure.
4. Howard, who had been reading richard halliburton's *royal road to romance*, advocated a more picturesque way of travel, preferably on camels or elephants.
5. Roy sneered, "i can picture myself leading an arab caravan along grand central parkway with a dozen new york state troopers clearing the way."
6. Before long we had passed queensboro hall, queens general hospital, and jamaica high school and were skimming along the parkway in the warm summer sunlight.
7. "Just think," i said, "if the declaration of independence hadn't been signed in philadelphia 165 years ago today, we might not be speeding along to montauk point in this carefree fashion."
8. Even as i spoke, alexander the great coughed, shuddered, and stopped dead.
9. "O jupiter!" groaned roy. "This old greek dictator hates the very thought of liberty!"
10. In vain we coaxed alexander the great, scolded him, called him un-american, a relic of the middle ages, son of an australian salamander, grandson of a new zealand man-eating snail.
11. Perhaps we went too far, for it was a wrecking car from the sunbrite auto service corporation of nassau county that finally towed alexander off the grand central parkway.
12. Roy said sadly, "howard, i apologize. A camel would have been better after all!"

TEST 11B (Mastery). Capitalization

Copy correctly the words that should be capitalized according to literary practice. If you omit a needed capital or insert a capital that is not needed, the sentence is wrong. (Number of correct sentences = Score)

1. In 1602 the dutch government chartered the dutch east india company and gave it a monopoly of dutch trade and rule throughout the east from the cape of good hope to the strait of magellan.
2. According to my mother, a former english teacher in a high school in the south, no one can consider himself educated without having read *war and peace*, *moby dick*, and the complete works of Shakespeare.

3. When uncle bill was attending the convention of the national association of credit men in boston last spring, he stopped off to see lucy at pine manor junior college and took her out to dinner at the abner wheeler house in framingham.
4. A memorable event in american naval history occurred during the revolutionary war, when commander john paul jones lashed his sinking ship, the *bonhomme richard*, to the british ship *serapis* and gained the victory in hand-to-hand fighting.
5. *South pacific*, the fabulously successful musical by richard rodgers and oscar hammerstein II, is based on james a. michener's *tales of the south pacific*, which won the pulitzer prize for fiction in 1948.
6. From the time james madison was twenty-five, he took an active part in congress, and he thoroughly understood the weaknesses of the articles of confederation.
7. On decoration day professor beck and judge warfield had lunch at the astor hotel on broadway and forty-fourth street.
8. Dr. lawrence said, "while I was a student at harvard university, one of my favorite books was *the story of san michele*."
9. Emerson settled near boston in the small village of concord, where the revolutionary war had begun and where some of his ancestors had lived.
10. The secretary of the army invited colonel simpson, a general, a doctor, and professor jackson to the conference.

86

ABBREVIATIONS

86A LETTERS, REPORTS

Except in tabulated matter abbreviations should be avoided in a letter or report. Exceptions to this rule are *i.e.*; *e.g.*; *viz.*; *A.D.*; *B.C.*; *C.O.D.*; *Y.M.C.A.*; *Y.W.C.A.*; *Co.* in the names of some firms; some titles (see rule 86B); *A.M.*, *P.M.*, and *No.* with numbers expressed in figures; and some organizations: *FBI*, *FCC*, *SEC*, *AFL*, *CIO*.

WRONG: Wed. A.M. in Eng. class Prof. Hunt asked how many of us had seen the accident on the corner of Union St. and Wash. Ave.

RIGHT: On Wednesday morning in English class Professor Hunt asked how many of us had seen the accident on the corner of Union Street and Washington Avenue.

86B TITLES

Do not abbreviate a civil, professional, military, or political title — except *Mr.*, *Messrs.*, *Mrs.*, *Dr.*, and *St.* (*Saint*), which are always abbreviated. *Rev.* and *Hon.* may be spelled out or abbreviated. Abbreviate *Jr.*, *Sr.*, *Esq.*, *Ph.D.*, *D.D.*, etc., following a name.

Dr. J. S. Avery
Mr. Mark Bramhall Jr.
Rev. (or Reverend) Willard E. Rice
Douglas R. Wilson, Esq.

Thomas Hayes Procter, Ph.D.
Professor James Wilson
Captain James F. Evans
General Matthew B. Ridgway

87 WRITING NUMBERS

twenty-five thousand. Use figures for numbers that require three or more words: 128; 2125; 3,923,410.

More than seventy-five thousand men were directly employed in the construction of the fifteen buildings that make up Rockefeller Center in New York City.

The reference department of the New York Public Library has over 3,300,000 books and well over 1,250,000 readers a year.

87D STREET

Spell out the name of a numbered street if it is one word without a hyphen: 423 *Ninth Avenue*. Note these correct forms:

223 West 78th Street

223 West 78 Street

223 West Seventy-eighth Street

87E SEVERAL NUMBERS

Ordinarily use figures when several numbers follow each other closely.

At the 1951 stockholders' meeting of the General Electric Company over 2000 guests ate or drank, at company expense, more than a ton of potato salad; 1700 pounds of beef; 350 pounds of Swiss cheese; 230 gallons of coffee; 7200 Parker House rolls; 600 half-pints of milk; 3500 cookies; and 3500 cups of ice cream.

But: At the circus Billy managed to tuck away five hot dogs, four ice cream cones, two bags of peanuts, and three candy bars.

87F MONEY

When representing money, use figures (1) for a number in dollars and cents and (2) for a sum in dollars if the number requires three or more words.

The pigskin gloves were on sale for \$3.95.

Jim's secondhand Plymouth cost \$325.

The 1947 Pulitzer award of five hundred dollars for outstanding news photography went to Arnold Hardy, the first amateur ever to receive this honor.

The bus fare has been raised to fifteen cents.

In legal papers amounts are written in words and repeated in figures.

87G BEGINNING

Spell out a number at the beginning of a sentence or reconstruct the sentence.

Two hundred fifty

~~250~~ people were invited to Sara's wedding.

87H PER CENT

Use figures for percentages but spell out the word *per cent*.

In the straw vote 62 per cent of the student body supported the Republican candidate for President.

PRACTICE 6. Writing Numbers

Prepare to write from dictation the following sentences:

1. After sixty-seven years in baseball, including fifty as manager of the Philadelphia Athletics, Connie Mack retired October 18, 1950, at the age of eighty-seven.
2. After September 15 I'll have a new address — 817 Fourth Street — but the same telephone number — Monroe 8-2431.
3. Between 1940 and 1950 the population of California grew from 6,709,387 to 10,586,223 — an increase of 53.3 per cent.
4. The bibliography refers to Volume 12, page 286, section 2a.
5. On October 11, 1942, a Frenchman named F. Cornet established a world's record by walking 30 miles in 4 hours 24 minutes 54.2 seconds.
6. At five-thirty in the morning Jeff went out on the lake and by seven o'clock had caught three small-mouthed bass and five perch for our breakfast.
7. With the \$19.95 refund from Montgomery Ward I bought a pair of plaid wool slacks for \$10.95, a T shirt for \$2.00, and 6 pairs of athletic socks for \$.75 each, leaving \$2.50 for my camera fund. (Use ciphers for dollars with numbers from 1 to 9.)
8. Uncle Ralph's 620-acre farm is about twenty-five miles from Harrisburg.
9. At nine o'clock on next Friday night, August 23, I shall be eighteen years old and shall then be in possession of one hundred dollars.
10. Two hundred boys left at 9:45 A.M. for an eleven-mile hike.

88

ITALICS

In typewritten and longhand work underline whatever is to be italicized in print.

PRINTED: On my vacation I plan to read *How to Win at Tennis*, *Autobiography of Benjamin Franklin*, and *The Return of the Native*.

TYPEWRITTEN:

On my vacation I plan to read How to Win
at Tennis, Autobiography of Benjamin Franklin,
and The Return of the Native.

LONGHAND:

On my vacation I plan to read
How to Win at Tennis, *Autobiography*
of Benjamin Franklin, and *The*
Return of the Native.

88 ITALICS

88A TITLES

Italicize titles of newspapers, magazines, pamphlets, books, plays, motion pictures, symphonies, and operas. When *the*, *a*, or *an* is the first word in the title of a book, it is capitalized and italicized. When *the* is the first word of the title of a newspaper or magazine, do not capitalize or italicize it.

After typing her report on *Macbeth*, Barbara put on Toscanini's recording of Beethoven's *Seventh Symphony* and settled back happily with the *New York Times* crossword puzzle.

Titles of parts of a book — chapters, short poems, and essays, for example — are enclosed in quotation marks: "Charles Darnay and His Double"; "To a Skylark"; "On Unanswering Letters."

88B SHIPS, AIRCRAFT

Italicize the names of vessels and aircraft.

The largest ship ever built is the Cunard-White Star *Queen Elizabeth*. Glenn Curtiss called his first airplane the *June Bug*.

88C FOREIGN WORDS

Italicize foreign words and expressions which have not been naturalized.

Understand, this is strictly *entre nous*.

Marge and Bill made it quite clear that I was *de trop*.

But: We ordered apple pie *alamode*. (Since *alamode* has been adopted into the English language, italics are not needed.)

88D LETTER, WORD, PHRASE

When a letter is spoken of as a letter, a word as a word, or a phrase as a phrase, it is ordinarily italicized.

Surprisingly enough, there's no *n* in *restaurateur*.

Do you know the origin of the phrase *sour grapes*?

88E EMPHASIS

Use italics sparingly for emphasis.

POOR: June looked *simply* beautiful and spent the *entire* evening dancing with the *best*-looking man I've *ever* seen in *all* my life.

EFFECTIVE: No, it was *not* her brother.

PRACTICE 7. Using Italics

As you copy the following sentences underline the words that should be italicized. Supply needed quotation marks.

MAKING THE FINAL COPY 89

1. Ruth pronounces drawer as if she didn't know about the er at the end.
2. What does the phrase read the riot act mean?
3. One of the famous chapters in Thackeray's Vanity Fair is How to Live Well on Nothing a Year.
4. The North River Steamboat was the original name of Fulton's famous ship, the Clermont.
5. Dad prefers the Christian Science Monitor to the New York Herald Tribune and the Atlantic Monthly to the Saturday Evening Post.
6. Jack can recite Jabberwocky and The Walrus and the Carpenter from Alice in Wonderland.
7. Can you pronounce marry, Mary, and merry so that people know which word you're using?
8. For his report on Joseph Conrad, George read Lord Jim, Victory, and Almayer's Folly.

89

MAKING THE FINAL COPY

89A

Looks aren't everything — but they help. After planning, writing, and revising a theme, copy it neatly without blots or untidy erasures. To correct a slight error, use ink eradicator or erase neatly with a knife or clean ink eraser and write in the correct word or letters.

89B

Except on a test avoid crossing out or inserting words in the final copy. If you discover that you have to make more than two or three such corrections on a page, copy the page over.

89C

On a test cancel words by drawing a line through them or erasing. Insert words by using a caret and writing the words above the line.

*Do not cancel ~~cancel~~ words by
enclosing ^{them} in parentheses.*

89D

Before handing in your final copy read it through carefully with an eye for details. Careless errors mar a good theme or report.

1. Have you spelled every word correctly? If you're not absolutely sure about the spelling of a word, look it up. A dictionary is a writer's best friend.

89 MAKING THE FINAL COPY

2. Is your style consistent?

SPELLING: not *gray flannels* on one page and *grey scarf* on the next

ABBREVIATIONS: not *8:30 A.M.* and *four-fifteen in the afternoon*

PUNCTUATION: not *Tom, Dick, and Harry* in one place and *bread, butter and jam* in another

NUMBERS: not *325 East Forty-first Street* and *285 East 42 Street*

3. Are there any omissions?

WORDS Most of ^{the} deaths on Columbus' voyages of discovery were due to scurvy.

LETTERS After one week at the new job Chris ask^{ed} for a day of^l.

PUNCTUATION In my shoes what would you have done?
"Well," said Mrs. Brown, "it can't be helped."

4. Are there any repetitions?

WORDS: After scrambling down the mountainside we were ~~were~~-exhausted.

LETTERS: In the first five minutes of play there were three substitu~~tions~~ions.

PRACTICE 8. Making a Correct Final Copy

After checking the following passage for misspellings, inconsistencies, repetitions, and omissions, make a correct copy on a separate sheet of paper.

My appointment with Mr Petersen was was for 10:30 A.M. At ten-fifteen I reached his office at 102 East 41st Street, left my name with the receptionist, and took a seat near window. Had I rembered everything. Yes, Id brought a transcript of my high school record, sample of my writing and names & adress of three references. Resisisting an impulse to inspect myself in the mirror for the six time I stared out the window at the snarl of traffic on E. Forty-first street.

"Miss Archer, Mr. Peterson will see you now. The smiling receptionist beckoned me toward the the door. Mr. Peterson, a tall gray haired man shook my hand firmly and ask me to sit down. For five endless minute he leafed through my papers. Finally looking up, said "Well, everything you've give me looks fine." What expeience have you had in editorial?"

When I stammered "none", he shook his head. "Thats to bad. For this position I need some one with experience.

I have only one question: where do I get the experience I need for a job if if I cant get a job with out experience.

APPENDIX

LESS IMPORTANT CASE USES

SECONDARY OBJECT

Verbs of asking take two direct objects, the name of the person and the name of the thing (called the *secondary object*).

The personnel director asked *me* all *sorts* of questions.

RETAINED OBJECT

A verb which takes an indirect or a secondary object in the active voice may in the passive voice retain a direct object (called the *retained object*).

The retiring president was given a *watch*.
Jack was asked the sixty-four-dollar *question*.

COGNATE OBJECT

A verb regularly intransitive may take a *cognate object*, an objective similar in meaning to the verb.

We danced a native *dance* of Czechoslovakia.

PREDICATE OBJECTIVE

A *predicate objective* (or *adjunct accusative*) completes the verb and refers to the direct object.

The stockholders elected Mr. Stevenson a *director* of the company.
(Inserting *to be* before the predicate objective does not change the sense.)

Everybody considers Einstein a *genius*.

Harriet painted the floor of the playroom *black* and the walls *red*. (Here

adjectives complete the verb and refer to the direct objects.)

Some people think Harold *lazy*.

NOMINATIVE OF EXCLAMATION

A *nominative of exclamation* is a substantive used to show special emotion.

Oh, the *irony* of it all!

Oh, the *villain*!

CONJUGATION OF *to see*

PRINCIPAL PARTS

Present: see

Past: saw

Past Participle: seen

Active Voice

Passive Voice

INDICATIVE MOOD

SINGULAR

PLURAL

SINGULAR

PLURAL

Present Tense

1. I see	we see	I am seen	we are seen
2. you see	you see	you are seen	you are seen
3. he sees	they see	he is seen	they are seen

Past Tense

1. I saw	we saw	I was seen	we were seen
2. you saw	you saw	you were seen	you were seen
3. he saw	they saw	he was seen	they were seen

Future Tense

1. I shall see	we shall see	I shall be seen	we shall be seen
2. you will see	you will see	you will be seen	you will be seen
3. he will see	they will see	he will be seen	they will be seen

Present Perfect Tense

1. I have seen	we have seen	I have been seen	we have been seen
2. you have seen	you have seen	you have been seen	you have been seen
3. he has seen	they have seen	he has been seen	they have been seen

Past Perfect Tense

1. I had seen	we had seen	I had been seen	we had been seen
2. you had seen	you had seen	you had been seen	you had been seen
3. he had seen	they had seen	he had been seen	they had been seen

<i>Active Voice</i>		<i>Passive Voice</i>	
SINGULAR	PLURAL	SINGULAR	PLURAL

Future Perfect Tense

1. I shall have seen	we shall have seen	I shall have been seen	we shall have been seen
2. you will have seen	you will have seen	you will have been seen	you will have been seen
3. he will have seen	they will have seen	he will have been seen	they will have been seen

TWO TENSES OF THE SUBJUNCTIVE MOOD

In the subjunctive the verb form is the same for all persons.

Present Tense

if I, you, he see	if I, you, he be seen
if we, you, they see	if we, you, they be seen

Past Tense

if I, you, he saw	if I, you, he were seen
if we, you, they saw	if we, you, they were seen

IMPERATIVE MOOD

Present Tense

2. see	be seen
--------	---------

INFINITIVE

<i>Present</i>	to see	to be seen
<i>Perfect</i>	to have seen	to have been seen

PARTICIPLES

<i>Present</i>	seeing	being seen
<i>Past</i>	seen	seen
<i>Perfect</i>	having seen	having been seen

GERUND

<i>Present</i>	seeing	being seen
<i>Perfect</i>	having seen	having been seen

DIAGNOSTIC AND MASTERY TESTS

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MARKING SYMBOLS

A symbol placed at the beginning of a theme calls attention to a serious error or a repeated error. (Numbers refer to topics, not pages.)

A	Arrangement. Improve the word order in the sentence. (33, 77A, 77B, 77C, 77D)
Ab	Do not abbreviate (86) or use the Arabic numerals. (87)
Act	Change from the passive to the active voice. (77G)
C	Capital misused or needed. (85)
Cl	Clearness. Make your meaning perfectly clear. (29A, 29F, 31, 33, 34, 36)
Coh	Make coherent. (31, 33, 35, 80)
Con	Connective. (35)
Cst	Improve the construction of the sentence. (30-36, 75, 77)
D or S	Omit the word or words indicated. (28, 30)
E	Emphasis. Sentence lacks force, vim, vigor. (76-78)
Gr	Grammar. Correct the syntax. (8-12, 16-22, 25-29)
H	Bad handwriting. (84)
I	Not idiomatic English. Use an idiomatic expression.
Inc	Incomplete. Not finished.
K	Awkward or clumsy. Rewrite the sentence. (32)
MS	General appearance unsatisfactory. (82, 84)
NS	Not a sentence. Complete the principal clause. (6B)
P	Punctuation. (37-46)
Part	A dangling or misrelated participle. (33A)
QA	Question not answered or problem not solved.
R	Unjustifiable repetition of word or thought. (28, 30B, 81C)
Ref	Faulty reference of pronoun. (31)
S	Sentence. Begin a new sentence at the point indicated. (6A)
Sp	Spelling. (47-63)
Sub	Subordinate one of the statements. (75I, 79A, 79B)
Syl	Syllabication. Divide only between syllables. (83)
T	Wrong tense. (21)
U	Unity. Rewrite the sentence. (79)
V	Vary the sentence type. (75)
W	Use a correct or better word. Consult the dictionary. (64-74)

#	Leave more space between words.
^	Supply the word or words omitted. (29, 36D)
¶	Begin a paragraph here.
No ¶	Don't begin a paragraph.
¶U	Paragraph unity.
¶A	Paragraph arrangement.
¶C	Paragraph connectives.
¶E	Paragraph emphasis.
?	Disputed or questioned statement.
	Use parallel structure. (80)
X	Find the error in the line.



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